

# Childminder report

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Inspection date: 25 April 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are settled and play well together. They eagerly join in with their chosen activities. The childminder engages enthusiastically with the children and asks questions to help them think and make decisions. She has strong partnerships with parents and with other provisions that children also attend. The childminder values their communication. It helps her to understand children's interests and needs, which supports her to plan an ambitious curriculum for children. She understands the children's love of storybooks and provides a wide variety for children to explore. Children confidently choose their favourite stories for the childminder to read as they listen intently. They join in with predictions, acting out the story as the childminder reads, and repeat a range of vocabulary. The childminder gives detailed explanations, which helps support children's literacy development.

The childminder creates an atmosphere that is calm and allows children to become engrossed as they play and explore. She gives consistent messages that help children to understand her expectations and to know the routine. For example, they know to tidy up once they have finished playing and to wash their hands before eating. Children willingly take turns and share toys as they play. They join in detailed conversations with the childminder and each other. Well-planned, adult-led activities provide opportunities for children to practise these skills. The childminder responds in a timely manner when some children need further support to manage their scissor skills. She uses meaningful praise to allow children to feel a sense of pride in their achievements. This helps develop children's confidence and emotional well-being.

### What does the early years setting do well and what does it need to do better?

- The childminder understands how to use her observation and assessment system, for example the progress check between the age of two and three, to identify any emerging gaps in children's learning. This supports her to promptly reduce any gaps in children's learning and promote their development.
- The childminder works collectively with parents to ensure that all children's needs are met. Parents are very complimentary about the care, commitment and support the childminder offers them and their children. The childminder uses face-to-face discussions and electronic messaging to share daily information. She uses information gained from parents and other settings to provide a wide range of experiences that help children make good progress in their learning.
- Children's speech and language development is a high priority for the childminder. Close interactions and ongoing conversations introduce new words to children, such as the tools named 'spirit level', 'chainsaw' and 'screwdriver'. The childminder speaks clearly and uses repetition to help children hear and say words correctly. She engages children with songs and stories. They identify the

smells of different herbs, such as mint and thyme. Children remember actions and key phrases as they re-enact stories, such as 'The Gingerbread Man', which they ask the childminder to read. Children speak confidently and are able to use a wide range of vocabulary when communicating.

- The childminder helps children to understand a range of mathematical language. She discusses measurements and amounts as she explains the meanings of 'long', 'short', 'wide', 'big', 'bigger' and 'enough' as they build a boat. Children confidently count in sequence during play. The childminder counts with the children and supports those who want to continue to count beyond twenty. Children identify the numeral '3', which they say is how old they are. However, the childminder does not use opportunities as well to extend children's concept of shape and help enhance their mathematical knowledge even further.
- Children develop good friendships with each other. They share resources and enjoy playing together. For example, they learn how to operate electronic toys. Children re-enact what they have experienced, such as being tree surgeons cutting down a tree and people building a shed. The childminder models respect, saying 'please' and 'thank you'.
- The childminder makes effective use of training opportunities to further enhance her knowledge. This enables her to make continuous improvements to the service she provides for children and families.
- Children are encouraged to be independent. For example, they choose what they want for their snack and use a children's knife to cut their pear and banana themselves. Children are confident and experience ample opportunities to practise valuable self-help skills for their future.
- Resources and activities support diversity and help children to understand they are unique. They visit local parks and other places of interest where they meet and see people in the community. This helps children to develop an understanding of similarities and differences between people in the wider world.
- The childminder provides opportunities for children to exercise, supporting children's large-muscle movements. She helps children to develop healthy eating habits and an understanding of dental hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- focus more on extending children's mathematical knowledge of shapes to enhance their learning even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY395755                                                                          |
| <b>Local authority</b>                             | Bromley                                                                           |
| <b>Inspection number</b>                           | 10335744                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 26 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2009 and lives in Orpington in the London Borough of Bromley. She provides care for children from 7.30am until 6pm, Monday to Thursday, all year round. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marvet Gayle

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the curriculum intent for the children.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Children spoke to the inspector about their play.
- The childminder provided written feedback from parents and carers to the inspector.
- The inspector viewed a sample of documents on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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