

Childminder report

Inspection date: 6 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder works closely with her assistant, who is her husband. They provide a very nurturing, home -from-home environment. Children build close relationships with them and enjoy the company of other children in their care. Children settle quickly when they first arrive and find their favourite toys. This shows that children feel safe and emotionally secure.

The childminder and her assistant are good role models, and they have high expectations for all children's behaviour. For example, they sensitively encourage children to use good manners, such as 'please' and 'thank you', and gently remind children to wait for their turn. Children show positive behaviour. For example, they begin to share and take turns with toys and listen to and follow instructions, such as during daily routines.

The childminder organises the environment to promote children's independence and support their interests. For example, the childminder provides resources that interest children, such as superheroes. This helps children to engage in their learning and confidently make independent choices in their play.

Overall, the childminder and her assistant know what they intend children to learn next and the skills that children need to help prepare them for school. For example, the childminder says she supports children's independence, social skills and communication and language development. Mixed ages of children demonstrate their growing confidence and social skills. They demonstrate this when they say 'hello' when the inspector arrives. They talk with confidence about healthy snacks, such as rice cakes and orange peppers.

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

- The childminder understands the importance of working in partnership with others professionals, for example, parents, speech and language therapists and teaching staff from schools and local pre-schools children also attend. This supports continuity in children's learning.
- The childminder has experience of supporting children with special educational needs/and or disabilities. She understands the importance of swiftly identifying gaps in all children's learning and development to help provide a targeted approach.
- The childminder values the network of support in her local area. For example, she appreciates meetings and discussions with the early years advisers and a local childminding network hub to help keep her own and her assistant's knowledge current. However, she has not yet focused her professional development on raising the already good teaching skills to an even higher level.

- The childminder ensures that her assistant has a good understanding of his role and responsibilities. For example, they have regular meetings to discuss children's learning needs and safeguarding children. The assistant demonstrates a good understanding of his safeguarding responsibility, such as who he will raise his concerns to if he is worried about a child's safety.
- Generally, the childminder plans experiences to help meet the learning needs of children. Children of mixed ages are busy and keen learners. For example, young children press buttons and anticipate what happens next, and older children put together a wooden train track to help promote their problem-solving skills.
- The childminder supports children to build positive attitudes to their learning. Children demonstrate this by engaging fully in their learning and play. However, the childminder does not always pitch some activities and toys to meet the learning needs of children. For example, older children play with pull-along toys and wooden peg puzzles that are intended for much younger children.
- The childminder helps to develop children's understanding of how to keep themselves safe. Children learn about people who can help us. For example, fire fighters, dentists and the local lollipop person who helps them to cross the road safely. She completes robust risk assessments of her home and during trips to ensure that all hazards are identified and minimised to help keep children safe.
- Children begin to develop a positive sense of self and identity. For example, the childminder finds out about what makes children unique and their home languages and beliefs. For example, she provides books in other languages and finds out key words in children's home languages to value the languages they see, hear and speak at home.
- The childminder understands the importance of early reading skills. Children excitedly use props and puppets and enthusiastically link their home experiences when they listen to a story. For example, they talk confidently about what they like to eat with their porridge and point to pictures of 'small' and 'big' bowls.

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 on professional development to enhance the already good practice and quality of education to consistently meet the needs of individual children
- make the most of planned opportunities, particularly with older children, to challenge and extend their learning to an even higher level.

Setting details

Unique reference number	EY411097
Local authority	Bromley
Inspection number	10316979
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	12
Number of children on roll	11
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2010 and lives in Beckenham in the London Borough of Bromley. She works with an assistant. The childminder operates for most of the year, from 7.30am to 6pm, Monday to Thursday. She provides funded early education for three-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Jane Morgan

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 and the inspector discussed how the childminder supports children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated the quality of the assistants' interactions with children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views, both written and verbally, with the inspector.

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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