

Childminder report

Inspection date: 3 July 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

Children enjoy their time with the caring childminder and demonstrate they feel safe and settled. The childminder provides a warm welcome and cuddle on arrival, and children happily say 'goodbye' to their parents at the door. The childminder promotes independence well and children know the routine. For example, they take off their shoes and coats on arrival and regularly wash their hands.

The childminder has high expectations for all children and plans a broad curriculum which builds on their interests and previous experiences. Currently, children are learning about their bodies. The childminder engages with children as they play. She encourages children to try things for themselves, which raises their confidence and resilience. For example, children concentrate well as they use their fine motor skills to add different body parts and accessories to potato-shaped figures.

The childminder is a positive role model to the children in her care. She is calm, provides clear explanations and shows children respect. Children are given gentle reminders when needed and are kind to their peers. The childminder gives regular praise and encouragement, which supports children's well-being and increases their attitude to learning. Children help to tidy away, use good manners and behave well.

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

- The childminder gathers detailed information when children first start. She uses these details alongside observations to identify children's starting points. The childminder follows children's interests and plans an ambitious curriculum to extend their knowledge. The childminder carries out progress checks for children aged between two and three years and pinpoints their next steps.
- The childminder promotes children's communication and language skills well. She engages children in conversations as they play and asks meaningful questions. The childminder gives children time to think and respond. Children enjoy sharing stories and singing with the childminder, which increases their love of books. The childminder introduces new vocabulary. She supports children to repeat words and expand their sentences.
- Parents speak very highly of the childminder. They say that their children are happy, settled and enjoy attending. Since starting, children have made good progress with their language development, confidence and self-help skills. Communication with the childminder is effective. Parents receive regular updates on their children's routines, daily activities and learning. However, ongoing next steps and ideas to continue learning at home are not consistently shared with all parents to further extend children's development.
- The childminder provides daily activities to extend children's physical skills. Children enjoy using equipment in the garden, soft-play activities and going the

local park to develop their balance and coordination skills. The childminder works in partnership with parents to provide healthy snacks and meals, ensuring that any allergies and food intolerances are considered. The childminder talks to children about the importance of good hygiene and cleaning their teeth regularly.

- The childminder supports children's learning about similarities and differences and what makes them unique. They talk about wearing glasses and using a wheelchair as they play with dolls. The childminder helps children to learn about festivals from different faiths and cultures to extend their understanding of others. They regularly visit groups in the local community, which supports children to make friendships and build on their confidence and social skills.
- Children enjoy using their imaginations and taking on different roles as they dress up in costumes. The childminder widens children's knowledge as they use dough to make face pictures and talk about their features. The childminder introduces counting regularly and talks about size as children sort animal figures. However, the childminder does not introduce or extend children's understanding of other mathematical language or concepts, such as shape, space and measure.
- The childminder is passionate about providing high-quality care and education. She is proactive about increasing her knowledge through continued professional development. She shares practice with other childminders and introduces new ideas and activities. The childminder reflects on her practice and seeks feedback from parents to help her make improvements.

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:

- strengthen partnerships with parents and consistently share next steps and support them with ideas to continue their children's learning at home
- increase opportunities to support children's knowledge and understanding of mathematics through play and introduce concepts such as shape, space and measure.

Setting details

Unique reference number	EY414843
Local authority	Bromley
Inspection number	10351631
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 10
Total number of places	8
Number of children on roll	6
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 2010 and lives in Orpington, in the London Borough of Bromley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds a relevant childcare qualification at level 3. She offers funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Helen Craig

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 their evaluation of the setting.
- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including the childminder's paediatric first-aid certificate and evidence of her qualifications, insurance and suitability checks.

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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