

Childminder report

Inspection date:

16 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children gasp with excitement as they play with the experienced childminder. Children listen extremely well. They thoughtfully answer the childminder's questions. Children are given choices, such as which songs to sing. They learn to express their likes and dislikes. Babies clap their hands and roar with laughter as they sing delightedly with their friends. They closely watch the childminder and copy her actions. Children are challenged and concentrate hard. Young babies and toddlers demonstrate exceptional levels of focus for their age.

Children are confident and outgoing. They hear praise from the extremely attentive childminder when they have a go at new activities. When children learn to walk and pull themselves up, the childminder reacts excitedly and gives them praise. Children beam with pride. Children keep on trying, develop resilience and recognise their achievements.

Children rapidly develop their language skills. They hear challenging new vocabulary and use it in their play. Children learn the names of colours and shapes. The childminder deliberately teaches vocabulary that children find tricky and do not know. For example, when children match shapes and colours, she teaches them about the word 'heart'. Children confidently use mathematical language as they explore shapes and colours.

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

- The childminder designs a curriculum that is ambitious for all children. She carefully considers what individual children need to excel in their learning. The childminder uses this knowledge to robustly inform her teaching. She aims for all children to feel pride and understand what they know and can do. The childminder deliberately describes to children what they have done, so that they are able to feel pride.
- The childminder's curriculum is exceptionally well sequenced. She constantly reviews what children know and can do, and uses this knowledge to inform her practice. The childminder notes down new words that children say throughout the day. She meticulously selects new words to teach children to extend their learning. The childminder identifies what children can do independently and shares this information with parents. Children reach their developmental milestones quickly.
- The childminder is very inclusive. She considers the learning needs of all children. For example, when children play with snow, the childminder notices which children need to explore for longer. She plans further opportunities for children to discover different textures and use their senses. This helps children to be deeply engaged in their play.

- The childminder supports children to be extremely independent and successful. She considers what they can do by themselves before stepping in to help them. She understands that self-care skills help children to gain confidence and feel competent. Babies and toddlers turn off the lights, tidy away toys and feed themselves. They find a step to stand on, then turn on the tap and wash their hands.
- Parents are overwhelmingly happy with their children's experiences at the childminder's home. They say they receive comprehensive daily reports. This includes ideas for activities they can play at home with their children. Parents say that they know what learning milestones their children achieve, to help provide their children with stimulating and ambitious activities at home.
- The childminder supports children's communication and language skills in an inspirational way. She creates a culture of conversation in her home. Children speak both to her and to each other throughout the day. The childminder narrates what children are doing. Children are extremely articulate. They rapidly use more words to form more complex sentences. Children are extremely well prepared for the next stage of their education.
- The childminder is extremely reflective of her practice. She strives to continuously enhance her own teaching, knowledge and skills. The childminder has recently focused her training on supporting children with special educational needs and/or disabilities (SEND). This has helped her to improve her interactions with all children. The childminder plans to further her practice by learning more about child psychology.
- The childminder supports children to learn about who they are and where they come from. She does this by planning trips to local parks and toddler groups. The childminder works with other childminders to arrange social play sessions for all children. She plans exciting experiences, for example, taking children on the train into London. The childminder knows that this gives children a broad set of experiences.
- The childminder works extremely effectively with external agencies to identify children who need additional help with their learning. She is relentless in ensuring that all children receive the support they need. All children, including children with SEND, are exceptionally well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional knowledge of safeguarding issues. She is aware of the signs that indicate children may be at risk of harm. The childminder understands how to report her concerns to the appropriate authorities. She regularly undertakes risk assessments of her home and takes swift action when changes are required. The childminder regularly attends training to refresh her knowledge and learn about current issues which may have an impact on children's safety.

Setting details

Unique reference number	EY421028
Local authority	Bromley
Inspection number	10235497
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2011. She lives in Orpington, Kent. The childminder offers care all year round from 8am to 5.30pm, on Tuesday, Thursday and Friday. She offers funded early education to children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation 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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