

Childminder report

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children benefit from the strong attachments they build with the childminder. She is very caring and provides a nurturing and welcoming environment, where children feel safe and secure. Children develop a strong sense of belonging and are confident in new social situations. They happily invite the childminder to join in their play and excitedly share their achievements. Young children enjoy cuddles and snuggling onto the childminder's lap to share stories. The childminder empowers children to become independent. Younger children eagerly find and put on their coats and older children master zips and put on their shoes to play outside. Children use knives to cut and peel fruit at snack time and clear away their plates after lunch.

The childminder has high expectations for children's behaviour and has consistent boundaries in place. She gives gentle reminders and provides praise and encouragement. The childminder supports children extremely well to learn about emotions and manage their feelings. Children listen and behave exceptionally well. They share resources and play cooperatively. For example, children concentrate for long periods of time building a marble run. They find and add pieces together and test out their ideas before making any adjustments. Children develop strong social skills and learn kindness and respect.

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

- The childminder plans a well-organised environment. She maximises the space available to motivate children to explore and make choices for themselves. The childminder has high expectations for children's learning. She provides a broad range of challenging and inviting activities. Children are eager to participate and motivated to learn. For example, children follow instructions and mix ingredients to make pine cone bird feeders.
- The childminder completes detailed observations and assessments that show her what children have achieved. She skilfully plans activities to incorporate children's interests and builds on their next stage of learning. Children make good progress, especially in their personal, social and emotional development.
- Teaching is strong. The childminder engages children in meaningful conversations to extend their communication skills. She introduces new words to increase vocabulary and enthusiastically shares stories and songs. Younger children repeat words and learn animal names. Children make marks with chalk in the garden. Older children write initial letters and learn phonic sounds to support their early literacy skills.
- Children's mathematical skills are challenged during routines and activities. For example, children learn about size as they build, and positional language when sharing the Chinese New Year story. Young children count marbles and

segments of fruit at snack time. Older children name colours and shapes as they draw and sing rhymes.

- Parents speak very highly of the childminder and the service she provides. They comment on the excellent communication, the sharing of children's development and the good progress their children make. The childminder keeps parents updated with next steps and ideas to continue learning at home. She works effectively with other settings to ensure continuity for children's care and learning.
- The childminder challenges children's learning as they play. She skilfully uses questions to extend thinking and prompt memory recall. Children hunt for birds with binoculars. They identify and explore different species when looking at a book. The childminder values children's views and gives them time to think and respond. For example, children find ice in the garden; they discuss how it is made and what will happen if it gets warm.
- Children have daily opportunities to practise their physical skills. They navigate scooters and bounce and catch balls. Young children enjoy being pushed on tricycles by their older peers. Children regularly attend local groups to increase their physical and social skills further and learn about the wider community.
- The childminder displays a positive attitude towards making improvements to her practice. She regularly evaluates activities and has addressed her previous recommendation. The childminder seeks views from parents and values their contributions. She meets with other childminders to share ideas and celebrate different festivals. The childminder keeps her mandatory training up to date. However, she has not established an effective training programme to raise the quality of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role to safeguard children. She has completed a range of child protection training, including radicalisation. The childminder can identify signs and symptoms that may indicate a child is at risk of harm. She has procedures in place and knows what to do if she has any concerns about a child's welfare. The childminder uses daily checks to minimise hazards and provide a safe place for children to play. She supports children to manage risk and help to keep themselves safe. The childminder supervises children well and ensures suitability checks are in place for all adults in the home.

What does the setting need to do to improve?

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

- embed a programme of professional development to raise the quality of teaching even higher.

Setting details

Unique reference number	EY441297
Local authority	Bromley
Inspection number	10134042
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	4
Number of children on roll	4
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2012 and lives in West Wickham in the London Borough of Bromley. She holds an appropriate qualification at level 3. The childminder provides care from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and inspector carried out a learning walk and discussed how the curriculum is organised and delivered.
- The inspector observed the quality of teaching and evaluated a planned activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- Parents provided written feedback and the inspector considered their views.
- The inspector looked at evidence, including children's progress, suitability checks and qualifications.

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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