

Childminder report

Inspection date:

9 November 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 flourish as they play happily at the childminder's stimulating home. The experienced childminder and her assistant expertly guide the children, as they learn how to take care of themselves. Children clean their faces and wash their hands. They choose where to play and put on their shoes to go outside. Children are confident and happy. They have a strong routine that supports them to feel safe and secure.

Children's communication and language skills are extremely well supported. The childminder asks the children questions and prompts them to solve problems throughout the day. For example, when playing outside with the diggers, children think critically. The childminder's assistant asks, 'What do you think the digger will do to the wood?'. Children excitedly find out how things work.

Children are busy as they play with their friends. They concentrate hard for extended periods of time. The childminder and her assistant select activities that interest the children. They challenge the children to think about what else they can do. Children are deeply engaged in their play. If children struggle with their emotions, the childminder and her assistant take the time to support them. They gently guide them to think about how they are feeling and how to make themselves feel better. Children have very strong bonds with the childminder and her assistant and go to them for reassurance and cuddles.

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

- The childminder creates a curriculum that is ambitious and challenging for all children. She knows the children extremely well and uses her knowledge to create activities linked to their interests. The childminder is knowledgeable about the way children learn. She shares her knowledge with her assistant. Children are well prepared for the next stage of their education.
- The childminder and her assistant are knowledgeable about what children know and can do. They plan a well sequenced curriculum that takes into accounts individual children's needs and next steps. The childminder and her assistant share what children are learning with parents. They consider how children learn when planning and evaluating activities. This helps children to rapidly gain knowledge and skills.
- Children use language throughout the day. The knowledgeable childminder and her assistant skilfully teach new vocabulary. They understand that children need a sufficient time to think and respond. Children are listened to. The childminder and her assistant praise the children and show they understand them. Children respond excitedly as they answer questions.
- The childminder is passionate in her approach to supporting children with

difficulties with social development due to COVID-19 pandemic. The childminder works with her assistant to put in place additional support for children who need help to settle, feel safe and make friends. She identifies the gaps in social and emotional skills to plan experiences that help children to achieve their developmental milestones.

- Children are independent. The childminder and her assistant show them how to complete self-care tasks. For example, when using the bathroom children turn on the light and wash their hands. Children talk about how germs need to be washed off. The childminder praises the children when they achieve new things and says, 'Well done, you did it, we are all so proud of you'.
- Parents are overwhelmingly positive about their children's experiences at the nursery. Parents report that the childminder goes beyond expectations in supporting children's learning. They say that communication is very effective with daily updates, photos and videos. Parents are very reassured that children are well cared for and know how to support their children's learning at home.
- The childminder and her assistant help children to learn about cultures beyond their own. For example, the childminder speaks to parents about their home cultures, languages, and festivals. She uses this information to plan and expand children's understanding of different cultures and diversity. Parents report that this helps them to feel greatly valued by the childminder.
- The childminder is highly reflective of her practice and strives for continuous improvement. She reviews with her assistant any support that he needs. She engages in a vast array of additional training opportunities with her assistant to raise the quality of teaching to its highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are exceptionally knowledgeable and demonstrate a strong understanding of the warning signs that a child may be at risk of harm. They know how to report their concerns to the appropriate authorities. Furthermore, she and her assistant have a proficient understanding of the signs that a child may be at risk of radicalisation. Children's well-being is a priority in the setting. The childminder helps children to feel safe and secure. The childminder and her assistant rigorously risk assess the inside and outside area to ensure that children are kept safe.

Setting details

Unique reference number	EY457298
Local authority	Bromley
Inspection number	10236040
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 6
Total number of places	7
Number of children on roll	10
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Orpington, Kent. The childminder operates Monday to Thursday, from 8am to 6pm, for most of the year, with the exception of bank holidays and family holidays. She has a recognised childcare qualification at level 3. She works with an assistant.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the childminder.
- 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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