

Childminder report

Inspection date:

24 November 2023

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

What is it like to attend this early years setting?

The provision is good

The childminder's home is a happy hive of activity throughout the day. The childminder is warm and nurturing. She builds close and affectionate bonds with the children in her care. This helps children to feel safe and secure. In the early mornings and evenings, the childminder provides wraparound care for school-age children, many of whom have attended the setting for their early years education. During the day, the childminder cares for younger children. The childminder is rightly proud of the positive home-from-home environment, which all children enjoy. The daily routine supports the delivery of the childminder's ambitious curriculum for every child. The childminder knows children well and uses their interests to engage them in activities that help them achieve their learning goals.

The childminder has high expectations for children and the positive contribution they can make to the smooth running of the setting. All children are expected to help, for example, when it is time to tidy up. The childminder gives children lots of praise when they help. Children are eager to join in putting toys away, wiping down tables and preparing for mealtimes. They understand the daily routine and the childminder's expectations for their behaviour. This supports children to feel emotionally secure and confident. The childminder supports children's independence through praise and encouragement. This helps children to fully engage with the activities and experiences on offer.

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

- The childminder is passionate about her role as an early educator and creating a loving home environment where children can thrive. She organises her curriculum around themes which develop children's knowledge around a specific area, such as fairy tales or seasons. The childminder weaves opportunities into these themes to develop children's reading, creative, numeracy and language skills. Children learn to care for each other, take turns and share. This helps children to prepare for the next stage in their learning, including starting school.
- Children engage in a wide variety of activities throughout their time with the childminder. There is a strong routine in place which ensures that older children get to school on time and younger children have a nap before school pick ups in the afternoon. Children know the routine well, which helps to support healthy mealtimes, healthy sleep and lots of time for fun during the day. However, sometimes the childminder has to end activities before children have finished playing. This means that they do not always get the chance to complete their learning or finish a task.
- The childminder meets other childminders in the area to share ideas and offer support. She makes excellent use of further learning opportunities in the community, including playgroups, meeting other children and visits to the library.

This gives children a rich and varied week and opportunities to engage with large and small groups of their peers. Children use the garden and local parks to extend their mobility and enjoy outdoor play. This provides children with plenty of opportunities for learning and social interactions.

- The childminder is creative and introduces children to crafts, messy play and painting. Children engage in thoughtfully planned group activities throughout the day that meet a range of learning and development needs suited to their ages. However, sometimes, the childminder needs to provide more focused care for individual children, for example to use the toilet. At these times, the other children are not always engaged in an activity to occupy them. They become bored while they wait and this has an impact on their usually very positive behaviour.
- The childminder gets to know children well. She monitors children's progress effectively to ensure that they meet their early development goals. When the childminder has concerns, she takes immediate action. The childminder engages with parents and other services if required. She makes sure that any support children need is continued at home and any other setting they attend. This approach to early intervention helps children to make good progress in their learning.
- Parents are very positive about the care their children receive. They highly recommend the childminder to other parents. Parents say the childminder gives them honest and constructive feedback about their child's development, which helps them to support their children better at home. Parents say their children develop in confidence and enjoy the opportunity to interact with children of all ages. Positive relationships between the childminder and parents help to support children in all areas of their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise the signs and symptoms of abuse. She understands who to contact should she have concerns about a child or their family. The childminder knows the process to follow should there be an allegation against herself or a member of her family. She uses effective risk assessment and teaches children to keep themselves safe when out and about. This promotes children's safety and well-being.

What does the setting need to do to improve?

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

- give children enough time to fully engage with activities to allow them to finish and complete tasks
- support children to engage in periods of independent and purposeful learning.

Setting details

Unique reference number	EY469257
Local authority	Bromley
Inspection number	10270148
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 13
Total number of places	17
Number of children on roll	24
Date of previous inspection	7 December 2022

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Bromley. The childminder provides childcare all year round, from 7am until 6pm, Monday to Friday. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector considered parents' written feedback and opinions.
- The childminder provided the inspector with a sample of key documentation on request and discussed safeguarding.

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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