

Childminder report

Inspection date: 13 July 2022

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 are very self-assured. They are very aware of their surroundings and confident to explore. Children are constantly engaged in their own play. The childminder challenges and extends children's thinking throughout their play. She helps them to realise what they know and supports them to further their learning.

Children play well together. They develop friendships and have a close bond with the childminder. Children show high levels of respect towards each other and the childminder. They follow instructions carefully, making sure that their friends are included in their play. The childminder encourages children to cooperate and negotiate together. Children learn to develop positive social skills in readiness for school.

Children are eager to know more. They question their play, showing high levels of inquisitiveness and curiosity. For example, when children transport water to wash pretend cars, they question why the water disappears through the holes in the bottom of the pot by the time they reach the cars. Children develop an understanding that if they run faster, there is more water for them to wash with. They think carefully and solve problems to develop their play to their satisfaction.

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

- The childminder is eager to develop her professional knowledge. She attends training courses and uses information from forums and support groups to develop her practice. The childminder knows children well. She develops and changes her practice to meet the needs of the children. The childminder uses her observations of how children learn to adapt her skills to support their individual learning styles. For example, she recognises that some children model learning from others, while others explore and experiment themselves.
- Overall, the childminder supports children's language and communication skills well. She extends older children's language effectively by using effective questions, which supports their understanding and confidence to respond in words. Older children reply using gestures, signing, expressions and spoken words. However, the childminder sometimes uses too simplified speech and statements for younger children. This does not completely support their confidence to verbalise and express themselves.
- Children thoroughly enjoy outdoor play. They experiment with movement, using the slide and the tunnel to crawl through. The childminder challenges their movement by encouraging them to go through the tunnel feet first. Children learn about the impact weather has on their bodies, commenting that they are hot and they need a drink. The childminder consequently encourages them to play in the shade. Children's physical well-being is positively supported.

- The childminder develops close liaisons with some other professionals. She works closely with specialists that support children with special educational needs and/or disabilities (SEND). The childminder uses this information to promote children's all-round development and to close identified gaps in their learning.
- The childminder works tirelessly with parents to support children's continuous learning journeys between home and the setting. They share information. The childminder supports parents with their children's development at home and helps children to make confident transitions to school. However, the childminder does not consistently liaise with other settings which children attend, particularly with regard to further promoting children's emotional well-being.
- The childminder provides a very inclusive environment for children. She uses signing with all children to support children with SEND and other children with their confidence to communicate. The childminder adapts her practice well to provide plentiful eye contact to support children's understanding. Parents make very positive comments about how their children are included in all activities. They say that the childminder supports their children's individual learning and care needs. Parents comment that children are making very good progress and that they are well prepared for school.
- Children show good manners, constantly saying 'please' and 'thank you'. They help each other, explaining how to put their shoes on. Children encourage others to share their achievement, give praise to others and wait for praise back from their friends. They show a growing respect towards each other. When the childminder says 'thank you', children reply with 'you are welcome'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding procedures. She has a clear understanding of the signs and symptoms of child abuse. The childminder knows what to do if she has a concern about a child in her care. She has up-to-date information to follow to promote children's ongoing welfare. Children play in a safe and secure environment. They make choices as to where to play. The childminder gives clear instructions to children as to how to stay safe indoors and outdoors. For example, children explain that they do not put fingers inside the bubble machine, so that they do not get hurt. The childminder uses daily routines of walking to local facilities to support children's understanding of road safety.

What does the setting need to do to improve?

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

- develop skills to further support younger children's speech and confidence to express themselves through their play

- liaise more effectively with other settings that children attend to help support their ongoing emotional well-being.

Setting details

Unique reference number	EY480224
Local authority	Bromley
Inspection number	10219849
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 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	23 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Bromley, Kent. She offers care all year round, from 8am to 6pm, Monday to Thursday. The childminder provides early funded education for three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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