

Childminder report

Inspection date: 19 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 happy and content in the childminder's home. They have long-standing relationships with the childminder. Children show close attachments to the childminder, who reassures them when faced with anxious or new experiences. Children enjoy hugs and cuddles with the childminder, who openly shows affection towards the children in her care.

Children develop self-help skills through their routine activities. They make choices about what to play with and where to play. The childminder encourages them to talk about what they want to play with and to find the resources themselves. Children are eager to learn and show determination to finish activities to their own satisfaction.

Children develop vivid imaginations through their play. They thoroughly enjoy small-world and role play. Children confidently express themselves through these types of play, reliving experiences and creating fantasy play. For example, children use the tea set to make drinks for others and put play people in cars, acting out journeys with their family.

Children develop effective social skills. They frequently meet up with children cared for by other childminders to help support relationships with their peers. Children learn to cooperate and negotiate in their play, developing these skills in readiness for the transition to their next place of learning.

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

- Children learn to promote a healthy lifestyle. The childminder talks to children about staying safe in the sun by moving to the shaded areas of the garden to allow them to continue their play safely. The childminder introduces new play ideas, such as ice and water play, to help children stay cool on very hot days. Children find their own drinks throughout the day, and they receive extra encouragement from the childminder to take regular drinks on hot days.
- Children thoroughly enjoy exploring with natural materials. They use tools to explore the ice, developing their senses of smell, taste, sight and touch to work out why it is so cold and what is hiding in the ice. The childminder introduces tools to help develop dexterity and small movements, to help free the animals from the ice. Children show high levels of intrigue and curiosity, picking up small pieces of ice using precise pincer grips and looking at the ice closely as it melts in their hands. However, the childminder does not consistently challenge children's thinking or question children's knowledge as to why the ice is melting or what is happening to it.
- Children talk openly and confidently during their play. The childminder talks to

them constantly when she engages in their play. Children develop a high level of spoken English, especially children who speak English as an additional language. However, sometimes, the childminder does not give children time to absorb information. The childminder asks children questions but does not consistently test their thinking or give children long enough to think about their replies.

- The childminder provides plentiful experiences to enrich children's lives. She knows the families well and provides experiences that they may not receive from home. For example, children ride on buses and trains, visit museums and watch aeroplanes taking off and landing at the local airfield.
- The childminder has a positive attitude towards her professional development. She keeps up to date with mandatory training and gains further practice ideas through other childminders and advisory agencies.
- The childminder works positively with parents. She supports families from different cultural backgrounds effectively and shows a deep respect for their home life and culture.
- Children use mathematical language throughout their play. They describe positions. For example, they say, 'I'm getting into the pool,' and 'The bath's on the top floor in the house.' The childminder encourages children to use numbers actively throughout their routine. For example, they count the stairs as they go for their afternoon sleep.
- Children show a good level of focus and concentration during play activities. They listen carefully to instructions and follow these through, especially with regard to their own interests. The childminder provides activities that she knows children enjoy, using the introduction of further resources to lengthen periods of play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the procedures to follow if she has a concern about a child in her care. She updates her training regularly to make sure she is aware of who to refer concerns to and how to report these concerns. She has a clear knowledge of the signs and symptoms of abuse. Children play in a safe and secure environment. The childminder assesses risks carefully and takes into consideration children's abilities and understanding of safety. The childminder supports children's understanding of how to keep themselves safe by talking to them about road safety. She actively encourages them to show their understanding by telling her when it is safe to cross and what dangers they need to be aware of.

What does the setting need to do to improve?

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

- develop a clearer understanding of how to support children's language

development to fully support their understanding of questions and to increase their vocabulary

- develop skills to test children's knowledge of what happens and why things change, particularly when children explore natural materials.

Setting details

Unique reference number	EY480761
Local authority	Bromley
Inspection number	10219855
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	2 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	9 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Bromley, Kent. She offers care from Monday to Thursday, from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children to find out about their time at the setting.
- 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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