

Childminder report

Inspection date: 13 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her co-childminder provide a welcoming and homely environment where children feel safe and secure. Children have developed strong attachments with the childminder. She provides comfort, reassurance and cuddles, especially when children require extra support. Children arrive happy, say goodbye to their parents and settle quickly. They enthusiastically explore the environment and eagerly participate in the activities on offer. Young children crawl around and confidently make independent choices in their play. The childminder and her co-childminder skilfully engage as the children play, and they use opportunities to extend children's learning effectively.

Young children concentrate well and develop their fine motor skills as they complete stacking towers and shape sorters. Older children begin to extend their imaginations as they sort play food and pretend to eat. Opportunities are used effectively by the childminder to support children's mathematical skills as they count objects and learn to identify colours. The childminder has high expectations for all children. She plans activities to support them with their next stage of learning. However, the childminder does not always collect detailed information when children first start, or share their starting points with parents to build on their existing knowledge from the outset.

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

- The childminder and her co-childminder regularly observe and monitor children's progress as they play. They use this information effectively across all areas of the curriculum. This helps them to get to know the children well and plan their next steps in learning. Children make good progress from their starting points.
- The childminder places a strong emphasis on children's personal, social and emotional development. She demonstrates her caring attitude and shows children respect. Children are reminded about the rules in a gentle manner and learn what is expected of them. The childminder and her co-childminder use praise and encouragement and reinforce good manners. Children behave well.
- Children benefit from the childminder's passion to support them to become confident communicators. She engages children in conversation, introduces new words and supports children to extend their sentences. Young children learn single words and repeat animal sounds. They babble and respond enthusiastically to the childminder when she talks to them.
- Children's early literacy skills are supported well. Children listen attentively to stories and respond to questions. Younger children use their senses to feel different textures on board books and turn the pages independently. The childminder sings rhymes with children and encourages them to join in with the actions. Less mobile babies are supported to join in. They shake rattles and

enjoy moving their bodies to the music.

- Parents speak very highly of the childminder and state that their children have made good progress in their development. The childminder shares daily information and ongoing assessments with parents, which supports continuity in care and learning. She also shares next steps and ideas to support learning at home. On occasions, the initial information is lacking in detail to help her build fully on children's foundations.
- The childminder and her co-childminder provide children with daily opportunities for fresh air and physical development. They use the garden to plant vegetables and plan regular trips out in the local community to extend children's first-hand experiences. For example, children feed the ducks, collect leaves in the woods and develop their physical skills at the park. The childminder provides healthy snacks and meals, which helps to support children in making healthy choices.
- Since the last inspection, the childminder has made improvements to her practice. She has addressed her previous recommendations and ensures she seeks the view of parents. This supports her in evaluating and making future changes. The childminder has completed all her mandatory training. However, she has not established a programme of professional development to increase her knowledge further, to raise the quality of teaching to an even higher level.
- Children are supported to develop skills they need for future learning. For example, young children feed themselves and learn to wipe their hands and faces after mealtimes. Older children join foam mats together, count and help tidy away their toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder keep their knowledge up to date and regularly complete safeguarding training. The childminder understands her responsibility to keep children safe. She knows the processes to follow and the professionals to inform if she has any concerns about a child's welfare. The childminder completes daily checks to reduce hazards and provide a safe environment for children to play. Older children learn about crossing the road safely on the way to school and the dangers of using the internet. Younger children learn about safety and the importance of wearing seat belts and being strapped into the buggy and highchair.

What does the setting need to do to improve?

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

- work effectively with parents to find out what their children know when they first start, to ensure the best possible learning experiences can be planned to build on their existing skills

- embed a programme of continued professional development to increase existing knowledge and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	136584
Local authority	Bromley
Inspection number	10061887
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 January 2016

Information about this early years setting

The childminder registered in 1996 and lives in Chislehurst, Kent. She offers care from Monday to Thursday, 7.45am to 6pm, throughout the year. The childminder works with another childminder.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum is planned and organised.
- The childminder planned a joint activity and discussed the quality of teaching with the inspector.
- Parents shared their views with the inspector, and written feedback was considered.
- The inspector observed the childminder and her co-childminder as they interacted with children and discussed their progress.
- The inspector looked at qualifications and suitability checks for all members of the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020