

# Childminder report

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Inspection date:

6 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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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 dedicated childminder provides a well-organised and welcoming homely environment. Children settle quickly and feel safe and secure. They build strong attachments with the childminder and their friends and enjoy spending time in their company. The childminder gathers information about individual children before they start. This ensures that children benefit from the well-planned activities which incorporate their interests and build on what they need to learn next. Children are eager to participate in activities and show a positive attitude to learning. For example, young children persevere with learning how to dip the wand into bubble mixture without spilling it and blow hard enough to produce bubbles.

Young children listen to the childminder and behave well. They share resources and take turns. The childminder models positive behaviour and shows respect. She has consistent boundaries in place which support children to learn right and wrong. Children respond well to gentle reminders and the wealth of praise and encouragement the childminder provides. They enjoy recognising their work displayed on the walls, which helps them to have a sense of belonging and achievement. Children are encouraged to be independent. However, these opportunities are not always used as effectively as possible.

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

- The childminder has a good understanding of how children learn. She provides a broad range of enjoyable activities to support their development. The childminder uses observations to identify what children can do and plans detailed next steps. Children make good progress from their starting points.
- Parents are positive about the service the childminder provides. They state that their children enjoy attending and have grown in confidence. The childminder shares daily information regarding children's care and updates parents regularly about their progress. However, parents are not consistently encouraged to provide ongoing information about their children's learning at home to strengthen continuity.
- The childminder uses learning opportunities to extend children's thinking skills effectively. She skilfully uses questions and gives children time to think for themselves. For example, children hear noises while playing in the garden. They listen and identify that the sounds are coming from a truck that is reversing and an aeroplane flying in the sky.
- The childminder is proactive in evaluating her practice. She seeks the views of parents and uses the feedback to help plan changes to her service. The childminder has incorporated this to address her previous recommendation. She attends training to increase her knowledge and keep up to date with changes in legislation. She shares ideas and good practice with other childminders.

- The childminder successfully encourages language development to support children to become confident communicators. She engages children in conversations and introduces new words. The childminder uses opportunities to extend the use of children's home languages during play experiences. For example, children name colours in different languages familiar to them.
- Children enjoy regular trips and outings in the local community. They attend toddler groups and soft-play centres and visit the park. These outings help to increase their social skills as they make friends and join in with the activities on offer. The childminder recognises the benefits children can gain from these experiences.
- The childminder engages children in play activities and skilfully extends their learning. For example, mathematical language and concepts are introduced as children play with the sand. Children learn the difference between 'full' and 'empty' and the concepts of 'big' and 'small'. They count scoops of sand and learn about shapes as they use moulds to build sandcastles.
- Children benefit from daily fresh air and opportunities to extend their physical skills. They excitedly learn to race scooters in the garden, and throw, kick and catch balls. The childminder provides nutritious snacks and meals and makes full use of opportunities to promote children's understanding of healthy lifestyles.
- Children follow good hygiene practices and learn to wash their hands before food. They are developing their self-help skills and peel and cut fruit at snack times. However, sometimes opportunities are missed for children to extend their independence further during activities and at tidy-up times.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her responsibility to keep children safe. She ensures that her safeguarding knowledge is kept up to date, including regarding changes in legislation and information on radicalisation. The childminder can identify signs and symptoms that may indicate a child is at risk of harm or neglect. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder maintains ratios and ensures that any hazards in the environment are minimised to help maintain a safe environment. She keeps her first-aid qualification, public liability insurance and suitability checks up to date.

## What does the setting need to do to improve?

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

- build on ways to include parents' input to their children's development progress to support continuity in care and learning
- extend opportunities for children to consistently build on their independence skills further.

## Setting details

<b>Unique reference number</b>	EY435671
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10061958
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 February 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Beckenham, in the London Borough of Bromley. She offers her service Monday to Thursday from 7.30am to 6pm, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Helen Craig

### Inspection activities

- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The childminder and the inspector evaluated a planned activity and discussed the quality of teaching.
- The inspector read written views from parents and considered their views.
- The inspector viewed some documentation, including qualifications, suitability checks and children's learning journals.
- Discussions took place between the childminder and the inspector at appropriate times during the inspection.

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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