

Childminder report

Inspection date:

17 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

Children are very happy and settled in an extremely calm, welcoming and highly stimulating environment. Young children form strong relationships with the childminder and her assistants. Children benefit from highly positive and affectionate interactions. For instance, babies are quickly comforted with soft toys when they become upset, and soon recover to take great delight in repeating the sounds that different animals make. Children have lots of experiences to extend their learning, such as regular trips to see and hear the chickens nearby. From a young age, children show a strong sense of security and are confident during activities, inside and outdoors. They are constantly encouraged to use their senses to explore and discover. As a result, children are highly motivated and curious. For instance, they go on sensory walks where they touch and smell plants that they have grown from seeds, such as rosemary and lavender.

Children relish the opportunity to explore the outside environment in the dark. Young children learn how to use technological light devices. Older children enjoy innovative exercise lessons, using hula hoops which light up in the dark. This helps to strengthen their fine and large motor skills. The childminder links children's discussions about light and dark to the overall topic. She skilfully extends activities and conversations to challenge children's thinking. Children demonstrate this when they discuss the sun, moon and other different planets they are learning about. They develop exceptional communication and language skills. All children, including those in receipt of additional funding and those with special educational needs and/or disabilities (SEND), make very strong progress in their learning. As a result of excellent partnership work with parents, children have a strong sense of well-being. The childminder ensures that information about children's cultures is embedded in different activities during the day. For instance, children listen intently to her and each other during story time. The childminder encourages young children to count both in English and Spanish to develop their mathematical skills and their understanding that there are different languages where different words have different meanings. Children show outstanding respect and care towards their friends. This builds on their self-esteem and enables them to feel secure and at home in the setting.

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

- The childminder is passionate about planning exceptionally stimulating outdoor learning experiences to develop children's physical skills. Children enjoy the challenge of moving large and small wheelbarrows around the garden. They develop an extensive understanding of healthy eating. The childminder teaches children about how to make healthy choices through, for example, growing their own produce. Children make healthy cakes using vegetables they have picked

themselves. They broaden their vocabulary further when they discuss different ingredients and where they are from, including courgettes, basil, Asian pears and figs.

- Children play together very well, care about each other and are extremely polite. Older children demonstrate this when they spontaneously find soft toys to share with babies to comfort them.
- The childminder keeps meticulous records about children's development. Following a parent consultation event, the childminder introduces a highly secure online learning system. Parents access detailed explanations about their children's development. As a result, they have an excellent understanding of their children's next steps. Parents comment that they appreciate the ongoing support. The childminder identifies gaps in children's learning and works closely with parents. This means that all children, including those with SEND, make excellent progress from their starting points.
- The childminder works closely with the local school, and follows similar themes at her setting to reinforce children's learning. She encourages parents to be fully involved in their children's experiences. The childminder teaches children about the local community and wider world. For instance, children take part in a range of activities leading up to Halloween. These include harvesting vegetables, and picking and gutting pumpkins to eat and display. Parents are invited to join their children on walks and activities which take place outside. This provides good continuity of care and supports children's developing social skills.
- The childminder encourages children to be independent. Children have excellent opportunities to gain mathematical skills to help prepare them for their eventual move to school. They know the daily routines well. For instance, older children confidently identify numbers and learn to tell the time.
- The childminder has high expectations of children's behaviour. She helps them to gain a highly impressive understanding of road safety. The childminder highlights children's achievements, and shares these with parents. For instance, children receive certificates for their excellent awareness and behaviour during their walk to school. Parents receive information to share with their children about internet safety. Children have excellent skills to keep themselves safe.
- Children flourish and are excited by a wide range of creative activities. They show high levels of engagement. Young children decorate different planets, while older children show excellent pen control as they follow lines perfectly. They identify letters and write their names. The childminder displays children's artwork around the setting, which gives them a strong sense of achievement.
- The childminder teaches children skilfully. From a young age, she encourages children to count. She identifies 'one, two, three' when sharing balls with babies. Older children demonstrate an exceptional understanding of numbers and small quantities. They show this when they say, 'Two and two make four balls'. Children develop outstanding mathematical skills for their age.
- The childminder uses highly effective methods to evaluate her practice. She reviews the learning environment with her co-childminder and assistant. She identifies strengths and weaknesses following feedback from parents, and children. Furthermore, the childminder has developed an evaluation book to keep photographic evidence showing the positive impact that changes made to

the environment have had on children's learning and development. As a result, she carries out further research and plans additional changes to raise the quality of education to an even higher standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extensive knowledge of child protection. She knows how to identify if a child is at risk of harm, including the risks from being exposed to extreme views or behaviours. The childminder knows who to contact if she has concerns about a child's welfare. She ensures that her assistants are aware of their responsibilities around safeguarding. Robust monitoring ensures they have up-to-date local training to extend their knowledge. The childminder is confident about protecting children from online dangers. She has a range of risk assessments to protect children, and shares information with parents. This helps to keep children safe.

Setting details

Unique reference number	EY315444
Local authority	Bromley
Inspection number	10137805
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	21
Date of previous inspection	18 December 2015

Information about this early years setting

The childminder registered in 2005 and lives in Beckenham, in Kent. She operates Monday to Thursday from 7.30am to 6.15pm. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder and an assistant.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector undertook a learning walk with the childminder, and discussed how the early years provision and the curriculum are organised.
- The inspector conducted a review of relevant documentation, including evidence of staff suitability and training, and policies and procedures.
- The inspector spoke to children, parents and the assistant at convenient times, and viewed feedback from parents.
- An evaluation of a joint observation was discussed by the inspector and the childminder.

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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