

Childminder report

Inspection date: 16 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure at this setting and are happy to participate in the activities on offer. They have lots of space to play and a range of resources to choose from, both indoors and outdoors in the secure garden. They engage in a range of activities outside the setting which support their development. For example, the childminder takes the children local woods and parks to support their physical development and curiosity of the natural world.

The childminder has a good knowledge of children's learning and development. She knows the children well and understands what she needs to do next to help them move on to the next stage of their learning. For example, at the moment, children are practising using scissors to develop their fine motor skills. They show an extremely positive attitude to learning and enjoy playing alongside the childminder and each other. Children's behaviour and manners are impeccable. They enjoy playing together and are curious as they test what happens to pinecones when placed in water. Children work very well together as they help their friends use pipettes to squirt water. They have plenty of opportunity to learn outdoors in the childminder's garden where they how to take care of sunflowers they are growing.

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

- The childminder knows the children in her care well and she can accurately discuss their capabilities. She regularly observes the children to ensure that all areas of their learning are promoted. The childminder plans a curriculum to support and prepare children for their next stage in learning, which demonstrates her good knowledge of the early years foundation stage.
- The childminder supports children's mathematical language during play. She encourages them to identify shapes and to count as they snip the leaves and stems to add to their potions. The childminder encourages children to measure time as the sun catcher melts in the hot weather.
- The curriculum for communication and language is well designed. The childminder has a good understanding of how she can support children's language. She listens carefully as she plays with children, modelling language for younger children and making good use of opportunities to extend older children's language. For example, during an experiment using bicarbonate of soda and vinegar, she carefully explains to the children about carbon dioxide.
- The childminder places a strong focus on developing children's independence and social skills. She provides continual opportunities for children to make choices and to plan their own play. The childminder talks to children in a calm and respectful manner. Children learn to recognise and to control their feelings. They show a mature understanding of how to be kind and patient with others.
- The childminder communicates well with parents and talks to them about their

children's day and the progress they are making. Parents speak positively about the childminder. They say she provides a homely environment where children feel comfortable. The childminder encourages parents to share ideas and views to help develop the setting. She works well other settings children attend and other agencies involved with the children.

- Children are extremely aware of the importance of good hygiene and health practices. They show a confident knowledge of good hygiene routines, especially those linked to COVID-19 (coronavirus) pandemic procedures. Children talk about germs and how to wash their hands effectively. The childminder supports this well with clear explanations. Children talk confidently about keeping themselves safe in the sun with hats and sun cream.
- The childminder provides experiences for children as they regularly visit places of interest. This helps extend and enrich children's lives. Children learn to appreciate each other's interests and to respect how their friends play, giving each other time to complete their play to their own satisfaction.
- The childminder attends training to support children attending the setting. However, she recognises that a more detailed training programme would strengthen her knowledge and skills further to develop her practice and therefore benefit the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of how to keep children safe. She knows the signs and symptoms which may give her cause for concern about the welfare of a child in her care. The childminder is keenly aware of the indicators that a child might be at risk of being exposed to extreme ideas or behaviours. She knows the procedures to follow if she has any concerns. The childminder regularly reviews her policy and procedures and keeps her knowledge up to date. She provides a clean and safe environment.

What does the setting need to do to improve?

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

- explore more ways to broaden skills and knowledge to continually enhance the quality of education.

Setting details

Unique reference number	EY557139
Local authority	Bromley
Inspection number	10174975
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 8
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Orpington in the London Borough of Bromley. The childminder operates Monday to Friday from 8am to 6pm all year round.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in the evaluation of the setting.
- The inspector assessed activities and the impact these have on children's learning. She carried out a learning walk with the childminder to discuss and understand how the early years provision is organised.
- The childminder and the inspector reviewed an activity together. The children spoke to the inspector about the activities.
- The inspector spoke with parents on the telephone to gain their views.
- The inspector looked at a sample of documents, including relevant policies and the suitability of those living on the premises.

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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