

Childminder report

Inspection date: 23 July 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| 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

A child-centred, play-based curriculum is at the heart of this childminder's provision. The childminder provides a welcoming and safe home environment. Children are happy and engaged in their activities while in her care. They have a wide and exciting range of learning opportunities. Children are confident to lead their own learning and make choices about what they want to play with or do. Children make good progress and gain a secure foundation for their future learning. Children are building secure relationships with each other. They initiate play and seek each other out to share experiences. For example, children become immersed in building a castle from bricks with turrets. The childminder has high expectations for all children. They are learning to manage their behaviour and beginning to understand the impact their behaviour has on others. They learn to play cooperatively, to share and wait their turn.

Due to the COVID-19 (coronavirus) pandemic, parents cannot currently come into the setting as they would do normally. Instead, they have daily discussions at the door and use information technology to share information and communicate further. Parents confirm how much their children love attending the setting, and how well the childminder knows their children and sensitively meets their needs.

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

- The childminder prioritises children's well-being and explains how this is even more important due to the impact of the COVID-19 pandemic. She wants children to feel safe, secure and happy. To achieve this, the childminder creates an environment where the children can feel at home.
- The childminder has designed her approach effectively to offer children a wide range of experiences. She is ambitious for children and knows what she wants them to learn, in readiness for starting nursery or school. The childminder observes children as they play and assesses what they can do. However, she does not use this information effectively when planning to ensure gaps in children's learning close quickly.
- The childminder places a strong focus on children's language development. She continuously encourages thoughtful and engaging conversation; models correct sentence structure and introduces unfamiliar words. Therefore, children are confident communicators. The childminder plans activities to develop children's early literacy skills. She fosters a love of books and shares stories and books with children. Children join in singing songs with the childminder and enjoy copying actions and moving their bodies to music.
- There are several opportunities for children to practise their counting and number recognition and developing mathematical language. For example, children eagerly work together to build a tower, measuring the height against

each other. The childminder's assistant introduces new words, such as 'taller, higher' and 'tallest'.

- The childminder has a sound understanding of her role and responsibilities. She works closely with her assistant to evaluate the provision. She has clear plans for the future. For instance, she has supported children's social skills and plans to enhance this when attending groups in the future. The childminder monitors her assistant's practice and together they update their skills and knowledge on a regular basis.
- Children tidy toys away after playing with them and play for extended periods without any input from the childminder. However, the childminder does not fully embed children's developing independence. For example, children do not complete self-help skills without support from the childminder or her assistant.
- The childminder provides good opportunities for children's physical development. For example, children develop large muscles while they enjoy riding on ride-on toys and climbing steps of the slide. Children also develop their small muscles when pouring water to stick foam letters and pressing buttons on electronic toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She has policies in place and knows the procedures to follow if she has any concerns about a child's welfare. The childminder understands her responsibility to ensure her assistant is competent in his role regarding child protection issues. She ensures their training is kept up to date and has increased their knowledge of wider safeguarding issues. She ensures her home is safe and secure. The childminder has updated her risk assessments to help keep children safe in the current climate.

What does the setting need to do to improve?

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

- ensure observations and assessments are used more effectively in the curriculum planning to ensure gaps in children's learning close more quickly
- enhance opportunities for children to practise self-help skills to further support their independence.

Setting details

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| Unique reference number | EY560592 |
| Local authority | Bromley |
| Inspection number | 10190684 |
| 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 12 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Bromley. She provides childcare all day, on weekdays, throughout the year. The childminder works with her husband who is her assistant. They both have relevant childcare qualifications.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 inspector and the childminder completed a learning walk, where they discussed the aims of the curriculum and the provision.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The childminder and inspector completed a joint observation together to assess the quality of teaching and learning.
- The inspector spoke to parents and also sampled feedback to gain their views of the setting.
- Documentation was sampled by the inspector, including suitability checks for the childminder and her assistant, public liability insurance and training certificates.

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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