

# Childminder report

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Inspection date: 3 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children have fun and thrive in this welcoming setting. They happily separate from their parents when they arrive, demonstrating that they feel safe and secure in the childminder's care. The childminder is dedicated and wants each child to achieve as much as they can. Children enjoy a variety of exciting activities to support their learning. They engage in long periods of imaginative play, and invite the childminder to join them in becoming superheroes and princesses. The childminder takes on the roles that children provide for her with enthusiasm. Children take pride in their achievements, and benefit from the praise and encouragement the childminder provides. This also helps to build children's self-esteem and confidence. Children thrive under her calm, kind and friendly care.

Children are motivated to learn. They play together cooperatively, building relationships, and try new activities. Children enjoy the childminder's praise, which helps to support them to become confident learners. Children behave well. The childminder finds out from parents about their child's routines, interests, and abilities before they start. She uses this information to offer high-quality care and education. The childminder has high expectations for the children she cares for. She follows children's interests, and encourages them to learn through play. For example, children display high levels of engagement and concentration as they investigate different bugs in the sand.

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

- The childminder knows the children very well. She understands how they learn and what interests them. The childminder monitors the children's progress closely, and quickly identifies any gaps in their learning. She uses this knowledge to provide a sequenced curriculum. This curriculum builds on what children already know, and teaches them what they need to learn next. All children learn well.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with children and speaks clearly. She introduces new words, such as 'chrysalis', to explain what happens to a caterpillar before it turns into a butterfly. Children enjoy joining in with stories, and repeat familiar phrases as the childminder reads. Children are eager to use story-stones to create their own stories. This helps to extend children's vocabulary and their understanding.
- Children learn to make healthy choices. They enjoy playing in the fresh air and choosing what fruit they are going to have with their snack. This helps to promote children's understanding of the benefits of a healthy lifestyle. The childminder encourages the children to try different foods. For example, children eagerly want to try the coconut water from the coconut they are trying to break.

- Children demonstrate their developing independence as they spread butter on their crackers at snack time. They are able to play for extended periods without any input from the childminder. However, opportunities to embed children's developing independence skills further are limited. For example, children do not practise self-help skills without support from the childminder.
- The childminder introduces early mathematical concepts into everyday activities. Children learn to count, match and group items together. She encourages children to use mathematical language as they describe the properties of the shapes they are drawing in flour, and eagerly recognise numbers in a game to avoid the snake puppet.
- Children learn to share toys and understand the expectations for their behaviour. The childminder is a good role model, and has positive relationships with the children. This supports the children to be caring and respectful towards each other. For example, children work together to complete a floor puzzle.
- Partnerships with parents are strong. The childminder exchanges plenty of information about children's progress. Parents comment on how quickly their children have settled in with the childminder. They recognise the progress their children have made, for example in their confidence and language skills. The childminder establishes effective links with other pre-schools, and the childminder's children also attend the setting to share relevant information.
- The childminder reflects on her practice to identify ways to improve the support for children's learning. As such, she completes training to support children in her setting. For instance, following a course on children's well-being, she made bottles filled with mixture to demonstrate to children what a muddled mind might look like.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe. She knows how to identify the signs of possible abuse and who to report her concerns to. The childminder regularly keeps up to date with the latest child protection information and guidance through attending training. She regularly reviews her policies to ensure they are up to date with current guidance. Her home is safe, and she conducts regular risk assessments of her home and when children take part in outings. Children wear wristbands on outings, and this further enhances her safety measures.

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

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

- identify more opportunities for children to practise their self-help skills, and further develop their growing independence.

## Setting details

<b>Unique reference number</b>	EY561911
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10191267
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Bromley. She provides childcare Monday to Friday throughout the year. She has a relevant childcare qualification. She offers early education funding for two-, three- and four-year-old children.

## 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 childminder and has taken that into account in her evaluation of the setting.
- The inspector completed a learning walk with the childminder. The childminder explained her curriculum to the inspector.
- A joint observation was completed by the childminder and the inspector during a planned activity. She discussed children's learning and development with the childminder.
- The inspector observed the childminder's interactions with the children.
- The inspector spoke to and telephoned parents to gain their views of the setting.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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