

Childminder report

Inspection date: 17 November 2021

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

Children are highly motivated and display a positive attitude towards their learning. They lead their learning and are confident in what they do. For instance, children request to use knives and peelers to cut fruits and peel potatoes during a food tasting activity.

Older children are imaginative, curious and eager to learn. For example, they put on goggles and pretend to be swimmers. They mimic swimming around while using sound effects. Children provide a detailed narrative to their play while using different play tools, such as a hammer and a saw, to build a robot. They play nicely together. Children share resources and pass on objects when pretending to make pizza and pesto out of mud.

Children manage risks with confidence. They pay careful attention to their surroundings and pick up broken pieces of objects in the play area to stay safe. Children have a good understanding of personal hygiene. They understand the need to cover their mouths when they cough and to wash their hands before eating.

Children develop very good relationships with the childminder and take pride in their achievements. They are happy, safe and feel content. Babies giggle with excitement and regularly seek out the childminder for cuddles and reassurance. The childminder encourages children to be confident communicators, sociable and to behave well, overall.

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

- The childminder uses highly effective strategies to develop children's communication and language development. She consistently talks to the children and asks thought-provoking questions. For example, when children ask questions about logos on a water bottle, the childminder skilfully explains what they mean. She further extends the conversation by talking about community day events and the different roles people have in our society, such as the police and firefighters. These discussions capture children's interests and help them to maintain high levels of engagement and concentration.
- The curriculum intent for mathematics and early literacy development is exceptionally strong. The childminder teaches younger children to count, recognise numbers and identify letters in words. She further extends this by helping children to understand the meaning of complex words, such as 'quadruple', 'quintuplets' and 'sextuplets'. Children use positional language in their everyday conversations.
- The childminder develops children's understanding of the world. She teaches

children to understand the similarities and differences between people and places through enjoyable activities. For instance, the childminder helps children to identify Indonesia and Denmark on a map. In addition, she teaches children to say 'hello' in different languages, such as French, Spanish and Chinese. This helps to deepen children's knowledge of the wider world and prepares them well for the future.

- The childminder uses observations and assessments well to help monitor children's progress. Overall, she sets high expectations for children's learning and provides challenging learning experiences to ensure that no child is left behind. However, her curriculum intent for individual children's learning is sometimes too broad and is not specific to what children need to learn and why. This does not ensure that some gaps in children's learning are closed securely before they move on to the next stage in their learning.
- The childminder has effective strategies in place to work in partnership with parents. She consistently shares information with parents about their children's care and learning. She provides ideas to support children's learning at home. This helps to strengthen continuity and consistency for children. In addition, the childminder seeks and acts on the views of parents to help drive improvements.
- Children begin to learn the difference between right and wrong, and their behaviour is generally good. The childminder uses a gentle approach to support children to understand what is expected of them. She is caring and builds secure bonds with children. The childminder offers regular praise and encouragement throughout the day to help boost children's confidence. This has a positive impact on children's emotional well-being.
- On occasions, the childminder does not adapt her teaching to suit the needs of younger children to keep them engaged effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She implements robust safeguarding procedures to ensure children's safety and well-being. The childminder can identify when there is a concern about a child's welfare and knows how to report this to the relevant agency. She attends regular safeguarding training to keep her knowledge up to date. The childminder is aware of her responsibilities under the 'Prevent' duty. She completes thorough risk assessments to eliminate potential hazards, to help ensure that children play in a safe learning environment.

What does the setting need to do to improve?

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

- develop a clear insight into what children need to learn and why, to help them

make even better progress in their learning and development

- adapt teaching techniques and learning experiences to suit the needs of the youngest children, to help keep them meaningfully engaged and to build on their curiosity.

Setting details

Unique reference number	EY556906
Local authority	Bromley
Inspection number	10213557
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the London Borough of Bromley. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- Interactions between the childminder and children were observed by the inspector, who subsequently considered the impact that these have on children's learning.
- The inspector looked at a range of documentation, including training certificates and evidence of the childminder's and household members' suitability.
- The inspector and the childminder had a learning walk and discussions were held about children's learning.
- Some parents' views were gathered and taken account of by the inspector when evaluating the effectiveness of partnerships with parents.

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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