

# Childminder report

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Inspection date: 15 February 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|--|-------------|
| Overall effectiveness at previous inspection | Outstanding |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive very effective support from the childminder to build on what they know. Children receive plenty of time to express and extend their ideas using the wide range of attractive and challenging resources that the childminder provides. They receive encouragement from the childminder to make choices about what to do next as they play. Children focus for extended periods on tasks, for example when they complete number sequences and explore shapes with magnetic numerals.

Children show that they build strong bonds with the childminder and each other. Younger children play happily in the company of their older friends. Children interact together and communicate very well. They often recall their shared learning experiences, such as discussing trees that they see and name while walking in local woods or feeding birds. Children build lasting friendships and socialise together beyond the childminder's setting.

Children receive effective support to do things for themselves and manage their independent self-care. They acquire good social skills, respect the views of others and develop positive attitudes to learning. This helps to prepare children very well for future learning and for their moves to school.

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

- The childminder implements an effective curriculum using well-sequenced learning opportunities and skilled teaching. For example, children develop and strengthen their small hand muscles as they sprinkle dry sand, mix mud or dress dolls. They go on to show their literacy skills as they make marks or write on white boards.
- The childminder regularly challenges children to solve number problems during activities and routines. She uses mathematical language, for example as she supports children to cut fruit in half and name complex shapes. Children show what they learn as they recognise number sequences and identify patterns.
- The childminder uses effective strategies for children to become more independent, including as they achieve success with toilet training. Children gain confidence as they put on and take off their coats and waterproof boots before outdoor play. They safely handle knives to cut fruit and routinely sing as they wash their hands thoroughly.
- The childminder helps children to communicate and use language well. She playfully uses rhyming words and provides a wide range of books for children to explore and share. The childminder models language well and introduces new words as children play. She has meaningful back and forth conversations with them about their experiences.

- The childminder makes good use of the resources in her community to support and extend children's learning. For example, children visit and join the library to access a wider selection of books. They enjoy farm visits and experience a circus show. These experiences contribute to children's understanding of the world around them.
- The childminder plans activities that help children to learn about and respect different communities. For example, children look forward to an Easter egg hunt and acknowledge Diwali and St Patrick's Day. Opportunities for children to appreciate and share information about their own backgrounds, traditions and cultures are less well developed.
- Children benefit from the childminder's commitment to update her professional practise and knowledge. This helps her to plan and implement interesting activities that children enjoy and engage with. Children develop their curiosity and practise important skills. They behave very well and acquire positive attitudes to learning.
- The childminder maintains strong and lasting relationships with parents. She shares regular and accessible information with them about their children's development, experiences and achievements. Parents understand how to support and build on their child's learning at home.
- Parents highly value the service that the childminder provides. They comment on the childminder's shared approach to children's learning and care. Parents greatly appreciate the 'excellent' support they receive during periods of change. They speak highly of the childminder's kindness, effective communication and well-managed moves to school for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She is aware of the potential risks to children, including exposure to extreme views and behaviours, alcohol misuse or exploitation. The childminder understands how to identify when a child is at risk of abuse or harm. She knows where to seek relevant support and advice, including if an allegation is made against her or a household member. The childminder manages risks effectively, both in her home and while on outings. She helps children to understand how to keep themselves safe and what to do in an emergency. The childminder regularly reviews her policies to help protect children's health, and shares information about this with parents effectively.

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

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

- strengthen the curriculum further by extending opportunities for children to recognise, value and share their backgrounds, traditions and cultures.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY230838  |
| <b>Local authority</b>                             | Bromley   |
| <b>Inspection number</b>                           | 10136818  |
| <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> | 4 to 10   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 11  |
| <b>Date of previous inspection</b>                 | 4 January 2016  |

## Information about this early years setting

The childminder registered in 2003. She lives in Orpington in the London Borough of Bromley. The childminder holds a relevant qualification at level 3. She offers care from 7.30am to 6.30pm, Monday to Thursday, all year round.

## Information about this inspection

### Inspector

Kareen Jacobs

### 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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector considered the views of parents during the inspection.
- The inspector reviewed documents. These included children's learning records, relevant policies and evidence of the childminder's professional development.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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