

Childminder report

Inspection date: 21 February 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the childminder's warm and welcoming home environment. They settle quickly and form close attachments with the childminder. Children are confident because the childminder is attentive to their needs and responds quickly with cuddles and offers of reassurance, which supports and raises their self-esteem. Children's independence is developing well. Young children learn to feed themselves and attempt to wipe their hands and faces after eating. Older children put on their coats and shoes, carry their bags, and walk to school in pairs with the childminder.

Older and younger children interact and behave well together. They show confidence in social situations. Children talk positively about their time at the childminder's home and relish the time they spend enjoying activities with their friends. Children benefit from the high expectations the childminder has for all children, which supports them to develop the skills they need for subsequent learning. For example, young children eagerly explore with cornflour and water to extend their sensory experiences. They use their fingers to make marks and use tools to increase their small-muscle movements, which helps to prepare them for future writing. The children of key workers attended during the COVID-19 pandemic lockdowns. They continued to benefit from the curriculum, which the childminder adapted to ensure their emotional well-being.

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

- The childminder gets to know children well from the start. She builds on their previous experiences and interests to provide a broad curriculum. For example, young children actively explore and investigate interactive toys. They persevere and learn how they work. Young children respond to the sounds by moving their bodies and babbling. The childminder provides explanations and repeats sounds to extend communication.
- The childminder role models expected behaviour and teaches children right from wrong. She gives praise and encouragement and promotes consistent boundaries. Children behave well and use good manners. The childminder engages children in discussions about diversity to increase their understanding of the wider world. However, she does not adapt her practice effectively to support the languages and cultures of all children who attend in order to help them understand their uniqueness and individuality.
- Parents speak highly of the childminder. They receive daily feedback and regular updates on their children's progress. The childminder shares next steps and provides ideas to help children continue to learn at home. Parents say that their children are making good progress and have noticed that their communication has increased alongside their confidence and independence skills due to their

time at the setting.

- The childminder promotes children's physical development and healthy lifestyles well. Older children walk to school and add their suggestions to the nutritious menus, which include a vegetarian option. Younger children benefit from trips to the park and soft-play centres. They increase their balance and develop large muscles through climbing and using different apparatus.
- The childminder evaluates her practice to help make improvements. She seeks views from parents and children and incorporates their ideas. The childminder is proactive with increasing her knowledge. She completes training and listens to podcasts to extend her ideas when developing the curriculum to challenge children's learning. The childminder works with other professionals. However, she does not always share information with other settings that children attend in order to promote continuity in care and learning.
- The childminder enhances children's communication and language skills effectively. She talks to children in a calm and caring manner. She teaches new vocabulary during conversations and through sharing stories. The childminder sings with younger children, copies their babbling sounds, and repeats words to increase their vocabulary. She encourages young children to listen to sounds in the environment to extend their understanding and make connections in their learning.
- Young children increase their mathematical understanding through play. For example, the childminder counts toes during changing routines and names the sizes and shapes of animals during story time. Young children laugh as they play peekaboo and look for the childminder, which increases their knowledge of positional language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She records any accidents and keeps her home free from hazards. Children learn about road safety and staying safe online. The childminder knows the signs and symptoms that may indicate a child is at risk of harm or abuse. She knows the procedures to follow if she has concerns about a child's welfare. The childminder has completed safeguarding training, including 'Prevent' duty. She understands the procedures to follow should an allegation be made about herself or member of her household.

What does the setting need to do to improve?

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

- support children to gain a stronger understanding of what makes them unique
- build on links with other settings to ensure children's learning is consistent.

Setting details

Unique reference number	EY335318
Local authority	Bromley
Inspection number	10136811
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	26 February 2016

Information about this early years setting

The childminder registered in 2006. She lives in Beckenham, in the London Borough of Bromley. She provides childcare from Monday to Friday between 7.15am and 6.15pm for most of the year, apart from the childminder's holidays.

Information about this inspection

Inspector

Helen Craig

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 childminder's setting.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and carried out a joint observation.
- The inspector spoke to parents and children and took account of their views.
- The inspector looked at a sample of the childminder's documents, including qualifications, suitability checks and insurance.
- The inspector and childminder held discussions at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022