

Childminder report

Inspection date: 24 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They develop secure attachments with the childminder. For example, children and babies regularly check in with the childminder for a cuddle. Babies are curious and explore the environment with confidence, developing their physical skills. They select resources and request activities of interest, such as choosing the songs they would like to sing.

Children are confident to express themselves and communicate their wants and needs. For example, they tell the childminder which colour plate and fork they would like to use at lunchtime. Children and babies join in with the actions from familiar songs and rhymes. For example, babies open and close their hands in response to the song 'Twinkle, Twinkle Little Star' and older children sing along, repeating familiar phrases.

Children have a good understanding of boundaries and behave well. Older children show care and concern for younger babies. For example, they tell the childminder when a baby has dropped their spoon. The childminder supports children to keep themselves safe and manage risks. She talks to children about potential dangers on outings and how to keep safe online. This helps to develop children's resilience.

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

- The childminder talks about what children know and what they need to learn next. For example, she takes children to visit several groups to develop their confidence and listening skills. This helps to prepare children for the next stage of their education. However, the learning intentions are sometimes too broad to support children's next steps.
- The childminder uses positive language to reinforce boundaries consistently. She supports children to share resources and reminds them to use 'kind hands' and to say 'please' and 'thank you'. The childminder is sensitive to children's individual needs and acknowledges their feelings. This supports children's emotional development.
- The childminder provides some opportunities for children to learn about the world around them. However, she does not consistently help children to deepen their understanding of people and communities outside their own.
- The childminder supports children to develop their independence through consistent care routines. For example, children put on their own shoes and coats and wash their hands.
- The childminder is a good role model and provides a commentary to children's play. She teaches them new vocabulary and provides thoughtful explanations. For example, the childminder describes what will happen next in the routine and explains what binoculars are used for. This helps to develop children's thinking

and speaking skills.

- The childminder is a good role model and has appropriate expectations of children. She praises and value children's achievements, which helps to build on their self-esteem. The childminder encourages children to play cooperatively and care for one another. As a result, children are well behaved.
- The childminder communicates effectively with parents to share information. She sends them photos and gives them daily feedback regarding their children's progress. Parents are complimentary and report that children are making good progress overall.
- The childminder uses her knowledge of children's development to identify gaps in their learning as a result of the COVID-19 pandemic. Overall, she provides opportunities and experiences for children to develop the skills needed to close the gaps.
- Children are engaged and eager to learn. They listen intently to stories and talk about the pictures to predict what happens next in familiar stories. Children are imaginative. For example, they use the toy telephone to call their mummy and make tea for the childminder. Very young children use complex vocabulary in context. For example, they talk about 'unusual footsteps' in a story.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out effective risk assessments to ensure that children play in a safe learning environment and are safe on outings. She understands how to identify and report a concern about a child's welfare or an allegation made against herself or a family member. The childminder attends regular safeguarding training to develop her knowledge further. She understands her responsibility under the 'Prevent' duty and is aware of other safeguarding issues that could impact children's safety, such as county lines and online safety.

What does the setting need to do to improve?

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

- ensure that learning intentions are more specific to enable children to make even better progress
- provide children with further opportunities and experiences to deepen their knowledge and understanding of communities outside their own.

Setting details

Unique reference number	EY310339
Local authority	Bromley
Inspection number	10102966
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	1 April 2019

Information about this early years setting

The childminder registered in 2005 and lives in West Wickham, in the London Borough of Bromley. She provides childcare from Monday to Friday, 7.30am until 6.30pm, throughout the year. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Justine Gilbert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector documents to demonstrate her suitability.

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