

Childminder report

Inspection date:

23 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder offers a home-from-home environment, where children are treated as family. Children and their parents see the childminder as a grandmother figure. They build strong bonds and children enjoy being in the childminder's company. This helps children to be settled and confident to explore the resources and activities the childminder offers them.

The childminder plays with children and talks to them constantly throughout the day. They play in the garden together, pretending to make tea and cutting plastic food in half. The childminder introduces new vocabulary as children play in the sand, such as 'scoop' and 'pat it down'. Children try to copy the actions as the childminder models the newly introduced words. However, the childminder's focus is on keeping all children happy, rather than what it is she wants children to learn. This means that, sometimes, what children can learn from activities and routines is restricted. For example, when children fill the sandpit with large trucks and cars, it prevents other children from practising their physical skills. Furthermore, it does not reinforce children's understanding of new vocabulary.

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

- The childminder does not fully understand her role in supporting children's development, particularly in the prime areas of learning. The childminder has some knowledge about what she wants children to achieve by the time they move on to pre-school. For example, she wants children to be able to share, be confident and to socialise. However, the childminder does not consider how best to support children to develop this knowledge. As a result, learning is incidental, and children do not make as much progress as they could.
- The childminder is very attentive to children's needs and she follows children's interests. Children choose when to play outside and what to play with. However, the way the childminder manages this does not always support children's personal development effectively. For example, the childminder automatically dresses older children for outdoor play because she has not thought about what they can learn from these routine activities. Consequently, some children do not develop their self-help skills and independence as quickly as they could.
- The childminder identifies when children have gaps in their learning, such as not being able to share. However, she does not use effective strategies to support children to manage their emotions and develop these skills. This leaves some children frustrated and learning to go without to pacify others.
- The childminder is well established and has many years of experience as a childminder. Parents value this history and are happy their children are well cared for. However, the childminder has not kept up to date with the changes to the 'Statutory framework for the early years foundation stage'. Neither has she

evaluated her provision and sought ways to improve her practice and involve parents in this.

- The childminder regularly shares photos with parents about what their children are doing at the setting. She tells them about the activities they have done and what they have eaten there. However, the childminder does not routinely share what children have learned or how she is supporting them to develop to the next stage. The childminder has not improved how she works with parents to support children's learning at home, as previously recommended. This limits the progress children can make.
- Children learn some healthy routines, such as to wash their hands after playing outside. However, the childminder's lack of focus on what children learn at the setting means that some children do not develop healthy eating and oral hygiene habits.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with mandatory training on child protection and paediatric first aid. She can recognise scenarios which may indicate a child is at risk of harm and knows the procedures to follow if there are concerns about a child's welfare. The childminder makes regular risk assessments to help keep children safe. She uses these to identify and remove hazards, such as before children use the family garden.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
put in place a curriculum that focuses on the prime areas of learning, builds on what individual children know and can do and helps them progress to the next stage in development	12/08/2022
improve support for children's personal, social and emotional development, particularly in relation to managing their emotions and developing healthy eating habits and oral hygiene	12/08/2022

work with parents to understand what their children are learning at the setting and how they can support them further at home	12/08/2022
keep up to date with professional development in order to be able to evaluate strengths and weaknesses in the setting and continually improve practice and teaching.	12/08/2022

Setting details

Unique reference number	136948
Local authority	Bromley
Inspection number	10219671
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 August 2016

Information about this early years setting

The childminder registered in 1994. She lives in Biggin Hill, Kent. The childminder cares for children each weekday, throughout the year.

Information about this inspection

Inspector

Sam Sleeman-Boss

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.
- The inspector observed interactions between children and the childminder.
- The childminder showed the inspector a sample of documentation, including her first-aid certificate and children's two-year progress checks.
- The childminder talked to the inspector about how she supports children's learning and well-being.

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