

Childminder report

Inspection date: 17 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy to attend and receive a warm welcome on arrival. Children enjoy regular cuddles and benefit from the calm and caring nature the childminder provides. This helps children to develop strong attachments and feel safe and secure. The childminder encourages self-help skills and for children to take responsibility for their belongings. For example, children take off their shoes. They hang up their coats on labelled pegs which gives them a sense of belonging.

Children confidently explore the homely environment and select resources to extend their play. Children develop their fine motor skills as they draw at the easel and thread number beads on laces. Children happily invite the childminder to join their play. She helps increase their imaginations as they pretend to go on a picnic. Children discuss different fruits and vegetables and increase their knowledge of size, colour, shape and texture.

Children demonstrate they have a positive attitude to learning. They show good levels of concentration and are willing to 'have a go'. Children listen and respond to instructions, they use good manners and behave well. The childminder has high expectations for all children and role models expected behaviour. Children share resources with their friends and enjoy receiving praise.

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

- The childminder collects detailed information from parents when children first start. This helps her to get to know the children well and build on their previous knowledge. She plans a broad curriculum to provide first-hand experiences and increase children's understanding. All children make good progress and are prepared for their next stage of learning and subsequent move to school.
- The childminder promotes children's communication and language skills extremely well. She introduces new vocabulary and helps children to increase their sentences. She asks meaningful questions and gives children time to respond. The childminder engages children in singing and shares stories to extend early literacy skills. Older children practise their phonic sounds and write some letters in their names.
- Partnerships with parents are strong. Parents share their views with the inspector and are pleased with the progress their children are making, especially with their communication and language. Parents receive verbal communication and via the online system. The childminder shares children's daily routines and learning. She identifies and inform parents of their children's next steps.
- The childminder embraces a culture of diversity and inclusion. She engages children in conversation and celebrates different festivals to extend their understanding of others. The childminder plans activities to help children learn

about what makes them unique. However, children's creativeness is limited with the focus on producing a correct end product.

- Children have regular opportunities to increase their knowledge of healthy lifestyles. They access the garden and extend their large motor skills through the use of equipment and extending their balance. Children grow fruit and vegetables in the childminder's garden and enjoy eating nutritional meals. They practise good hygiene routines and talk about the importance of oral health.
- The childminder completes progress checks for children between the ages of two-and-three years old. These are shared with parents as part of the child's health check. The childminder does not work in partnership with other settings children attend to share their learning and promote a consistent approach.
- The childminder provides challenge to children during their play. She introduces new concepts and extends their mathematical knowledge. For example, children count during singing and sort numbers in order while threading. They respond to questions and learn to add 'one more' and count backwards. Children learn about different sizes and shapes and fill containers to understand different weights.
- The childminder reflects on her practice. She reviews activities and checks children are making good progress. She rotates the toys to maintain interest and keep children motivated to learn. The childminder seeks views from parents to help with improvements. The childminder has completed mandatory training and keeps up to date with changes to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a hazard free and safe environment for the children to play. She teaches children about safety when using equipment, like scissors, and helps them to manage risks when playing outside. The childminder completes safeguarding training and recognises the signs of abuse including those of radicalisation. The childminder has procedures in place, and she knows how to report any concerns regarding a child's welfare. The childminder is first-aid trained and has suitability checks in place for all adults living or working in the home.

What does the setting need to do to improve?

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

- develop partnership working with other settings children attend to promote consistency in care and learning
- use opportunities during activities to promote children's creativity further.

Setting details

Unique reference number	136882
Local authority	Bromley
Inspection number	10263136
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 April 2017

Information about this early years setting

The childminder registered in 1993. She works with a co-childminder, who is her daughter, at her home in Orpington, in the London Borough of Bromley. The childminder works all year round. She operates from Monday to Friday from 7.30am to 5.30pm. The childminder holds a recognised childcare qualification at level 3. She receives funding to provide free early years education for two-, three- and four- year- old children.

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 her evaluation of the provider.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents including paediatric first-aid qualifications, insurance, and suitability checks.

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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