

Childminder report

Inspection date:

28 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

The childminder organises her home well to encourage children's curiosity and learning. She leaves the door leading to the garden open so that children new to her care can begin to familiarise themselves with all areas of their play environment. Children are reluctant to leave her side, but her warm and loving approach helps them to settle in, feel secure and become inquisitive.

The childminder quickly picks up on children's starting points and what they enjoy playing with. She focuses her curriculum on helping children make the best possible progress given their initial learning and development needs. Consequently, children develop the emotional well-being they need to feel happy and the confidence to begin to learn.

The childminder helps children to form close bonds with her. She recognises when children's behaviour is attributed to their emotional needs and finds innovative ways to help them express themselves positively. For example, when children throw objects, she sets up a game of skittles so that they can enjoy throwing a soft ball to knock down the skittles. Children listen well and follow simple instructions, which shows they understand what the childminder is saying or asking them. They show positive attitudes towards their learning experiences.

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

- The childminder prepares well to meet children's learning needs from before they start with her. She gathers information from parents, observes children, and implements her curriculum aims well, overall, to help children become curious and begin to explore. She helps children to begin deepening their knowledge so that they are ready for the next stages in their learning.
- The childminder implements her curriculum in simple steps to ensure children remember previous learning before moving them on. For example, she revisits the activities they find interesting and checks what they remember before introducing something new. She uses her early assessments of children's progress well to help them progress well from their unique starting points.
- Overall, the childminder's focus on children's personal, social and emotional development is effective. She interacts well with children to help them develop a good sense of belonging and self-assurance. Sometimes, she does things for children that they could easily try themselves, to further encourage their developing independence.
- The childminder skilfully uses distraction and gentle explanations to soothe children and to help them regulate their emotions as they settle into her care. She is consistently kind and gentle in her approach. She uses a wide range of toys and interactions to motivate children to play. Children communicate their

needs happily through their gestures and facial expressions. They show that they enjoy their learning.

- Overall, the childminder encourages children's communication and language skills well. Although some children are not yet ready to speak, she asks lots of questions to encourage them to think. She introduces new words, such as 'tortoise', 'whale' and 'acorn', as children show interest in the resources around them. The childminder keeps a variety of books close by but does not use these as much as possible to further encourage children's early language skills.
- The childminder is well organised and reflects well on her practice. She uses the views of parents and the activities she provides for children to assess what is working well and how she can adapt her practice. She networks with other professionals and uses training to help her improve her skills and children's learning opportunities.
- The childminder uses effective risk assessments so that children can play and explore within safe boundaries. She monitors children closely when they are eating or sleeping, to ensure they remain safe.
- The childminder works well with parents from the start. She shares information with them about their children and keeps them well informed about their experiences throughout the day. Parents report that the childminder is welcoming and nurturing and that their children feel happy and safe. Children benefit from a good two-way flow of information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training updated regularly so that she remains aware of current issues. She understands the signs and symptoms that may indicate a child is at risk of harm or neglect. The childminder also recognises the signs that may cause concern about a child becoming exposed to extreme views or behaviours. She knows where to seek advice and how to report a child protection concern. She also understands the process to follow should an allegation be made against her. She takes all steps to promote children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen opportunities for children to try to complete simple tasks for themselves to encourage their early skills in independence
- make even better use of books and stories to further encourage children's language development.

Setting details

Unique reference number	136587
Local authority	Bromley
Inspection number	10308003
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 1995 and lives in Chislehurst, Kent. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification. She is eligible to receive funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector
Stephanie Graves

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 viewed the areas of the childminder's home that she uses for childminding.
- The childminder provided the inspector with a variety of relevant documentation and records to sample.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The childminder shared parents' written feedback with the inspector about the quality of her care and learning.

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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