

Childminder report

Inspection date:

17 January 2024

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

Children happily arrive at the childminder's home and confidently say goodbye to their carers at the door. They are given choices and asked to choose what they would like to play with and then settle quickly into these activities. Children generally behave well and are happy when they are in the company of the childminder and her assistants. The childminder and her assistants have high expectations for children and act as positive role models. For example, they politely remind children to say 'please' and 'thank you'. Children enjoy breakfast time, where they chat with each other. The adults talk to them about their families. They encourage them to join in with conversations that are meaningful to them. This helps children to develop their communication and language skills.

Children develop their physical skills suitably through pressing buttons on toys and using cutters and rolling pins with play dough. Adults offer them praise and encourage them to persevere when they find something difficult. This helps to build children's self-esteem and confidence further. However, the childminder's intentions for children's learning are not currently ambitious enough. Although she plans age-appropriate activities for children, these are not based on their individual learning needs. Therefore, children do not make the best possible progress in all areas of development, such as their independence skills.

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

- Children form close relationships with adults. They are confident to go to them for comfort. Adults are responsive and meet their care needs well. For example, they notice when they are tired or hungry and provide children with what they need.
- The childminder does not ensure that her assistants fully understand their responsibilities and all procedures to follow. Children are checked on while they are sleeping to help maintain their well-being. However, the childminder does not make sure that her assistants know how frequently to check on sleeping children to ensure they implement her policy correctly. This results in inconsistencies in their practice.
- The childminder knows what she wants children to learn. She plans the curriculum based on topics and selects books and activities that cover different areas of learning. Children make some progress and learn some skills in preparation for their future learning. However, the childminder does not currently use her assessments of what children can do to plan experiences that meet children's individual learning needs. Children do not always make the progress they are capable of in all areas of development.
- The childminder develops partnerships with parents well. She keeps them well informed through daily discussions and diaries about their child's day and

routine. Parents say the childminder and her assistants are wonderful, responsive, caring and professional.

- Overall, children are well behaved. The childminder makes her behaviour expectations clear to children. However, on some occasions, the childminder and her assistants do not help children to understand why they can or cannot do something. At times, children grow frustrated and find it difficult to manage their feelings and control their emotions. Children do not fully understand how to behave and why.
- The childminder and her assistants do not provide enough opportunities for children to develop their independence. For example, adults remind children to hang up their coats, but they do not allow children enough time to do it by themselves. Children do not develop a sense of responsibility and do not learn all the skills they need in preparation for school.
- The childminder and her two assistants have kept all required training up to date. However, the childminder does not check on her assistants' practice well enough to recognise all areas where they need additional support and guidance to fulfil their role. Staff have gaps in their skills and knowledge and are not always able to support children's learning effectively.
- Staff develop children's love of reading by getting down on the floor with them and sharing books. They encourage children to join in and comment on the pictures.
- The childminder supports children's understanding of early mathematical concepts. She makes the most of everyday opportunities by encouraging children to count at different times throughout the day as they play.
- The childminder helps children to learn about the world and wider community through lots of visits in the local area and to places such as the train station or local caves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff receive coaching and support to understand all aspects of their roles and responsibilities, in line with the setting's policies	14/04/2024

improve the way in which assessments are used to plan more meaningful learning experiences based on the children's individual interests and skills	14/04/2024
improve the systems used for monitoring assistants' practice, to help to recognise and address any inconsistencies in the care and education provided for children swiftly.	14/04/2024

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

- strengthen ways in which children are supported with their behaviour to encourage them to follow expectations and manage their own behaviour
- develop more opportunities for children to do things for themselves to help support their independence skills.

Setting details

Unique reference number	136911
Local authority	Bromley
Inspection number	10311930
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 1998. She lives in Chislehurst, in the London Borough of Bromley. The childminder works with two assistants. She provides childcare all day, Monday to Friday, for most of the year, and holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Louisa Parker

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Staff spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a group activity with the childminder.

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 2024