

Childminder report

Inspection date: 29 May 2024

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

The childminder forms warm and lasting bonds with children and their family members. Children are happy and show that they feel secure in the childminder's care. Their emotional wellbeing is supported well. The childminder is ambitious for children. She plans a broad range of local and extended outings to support children's learning and development. For example, regular visits to 'Bop and Tot' sessions help to boost the confidence of more quiet children. Children become more confident to interact with others and further develop their social skills.

The childminder provides opportunities for children to use their imaginations. Younger children develop their emerging speaking skills during pretend play. For example, they talk to themselves and make sounds as they play with the train track. The childminder encourages children to use good manners, take turns and share resources. Children interact well with each other and celebrate the achievements of their friends as they play. The childminder supports children to understand their similarities and differences. Children explore books that depict characters from differing backgrounds. They discuss what they observe during their visits to different places with the childminder. The childminder helps children to understand and value what makes them unique and to accept and respect their differences.

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

- The childminder provides a welcoming home learning environment. She gathers important information from parents and tailors her service to meet the needs of children. The childminder completes training to increase her knowledge about how to keep children healthy and safe. This contributes well to children's welfare and helps children to achieve good outcomes.
- The childminder uses her accurate assessments of children's learning to identify potential gaps in their development at an early stage. She uses her positive relationships with parents well. She holds sensitive discussions to jointly address emerging gaps in their child's development. Children progress well from their starting points in learning.
- Teaching is effective, overall. The childminder understands how to plan and implement sequenced learning opportunities that build on children's interests and what they already know. Very occasionally, teaching is not adapted well enough and children sometimes begin to lose interest in planned activities. Nonetheless, they often have good alternatives. The childminder supports them well to develop positive attitudes to learning.
- Children speak about, and look forward to, the frequent outings that the childminder plans for them. The childminder plans real-life experiences to help children understand more about the world around them. For example, children

learned more about birds of prey at a wildlife park and enjoy visits to historic buildings.

- The childminder helps to support children's growing independence. Children have opportunities to make choices about what to do and they express their views in positive ways. Children learn how to keep themselves safe in the childminder's home. They know what is expected of them, including when they are on outings.
- Children are keen to do things for themselves and are willing to have a go. They focus and concentrate while the childminder teaches them new skills, such as how to braid using fabric strips. The childminder regularly communicates with parents about their child's learning and achievements. Communication is less effective in helping school staff to understand how children learn best.
- The childminder completes training to update her safeguarding knowledge. She understands how to recognise and correctly respond to concerns about a child's welfare, including if an allegation is made against herself or a family member. The childminder reflects well on her practice. For example, she has strengthened her procedures for dealing with accidents and unexplained injuries.
- Parents appreciate the warm relationships that the childminder builds with their children. They notice the improvements that children make in their developments, such as increased communication and language. Parents value the frequent outings that their children enjoy. Children's dietary and health needs are managed effectively.

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

- adapt teaching and activities to better reflect the differing learning needs and interests of individual children
- enhance the information shared with staff at schools that children attend, to fully support a shared understanding of the progress children make and how they learn best.

Setting details

Unique reference number	136584
Local authority	Bromley
Inspection number	10343523
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	8
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 1996 and lives in Chislehurst in the London Borough of Bromley. She offers care from Monday to Thursday, 8am to 5.30pm, throughout the year. The childminder receives funding for the early education of children aged two, three and four years. She works with another childminder.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback from parents and took account of this as part of the inspection.

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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