

Childminder report

Inspection date: 19 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder places a strong focus on delivering a curriculum through a range of interesting and exciting outings and learning opportunities. Children subsequently make good progress in their development from their starting points. Visits to places to explore nature reserves, woods and parks support children to develop a love for the outdoors and develop their senses.

Children are sociable and inquisitive and demonstrate positive attitudes to learning. During an outing to a soft-play centre, they are keen to explore their surroundings and, overall, develop confidence in their physical abilities. The childminder enthusiastically joins in children's play. They laugh and have fun as they climb and come down the slide together. Young children explore the ball pool, where the childminder introduces simple mathematical concepts, such as naming colours and counting balls. Children learn behavioural expectations through everyday routines and gentle reminders. The childminder is kind, caring and nurturing, which supports children's emotional well-being.

The childminder promotes a focus on stories with repeated words and phrases, such as 'The Very Hungry Caterpillar'. This supports children's developing language and communication skills. The childminder expands children's learning further by planning linked themed activities where children confidently explore different media and develop their creativity.

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

- The childminder ensures that children are safe and secure. She reflects on her practice and identifies training opportunities to develop her knowledge and skills. Recent training on children's well-being has increased her understanding of supporting children's mental health. The childminder ensures her assistants receive good support to carry out their roles effectively. There are good induction arrangements in place so that assistants are clear about expectations and to help them establish positive relationships with children.
- The childminder uses assessment well to track children's developmental progress. Information she knows about children and their interests is used well to plan a fun and enjoyable curriculum that focuses on their learning needs. The childminder works closely alongside parents to support children. This means that children with special educational needs and/or disabilities make good progress from their starting points. Additional funding is used well to ensure all children can access the curriculum and benefit from interesting outings.
- The childminder uses successful strategies to develop children's communication and language development. She comments on what children are doing, introduces new words and asks questions to help children think and respond.

Children are encouraged to talk about their home experiences, such as places they have visited on holiday. This supports children to feel valued and builds their self-esteem.

- Children benefit from the wide range of interesting outings provided. During visits to woods and parks, they explore nature and develop their senses. They learn simple mathematical concepts such as counting when they go on visits to the shops to buy ingredients for a cooking activity. Overall, children's physical development is well supported. However the childminder does not fully consider effective ways for babies to engage in physical play while on outings.
- Children are supported to manage their feelings and behaviour through regular praise and encouragement from staff. They learn to be considerate to others, share and take turns. Children understand what is expected of them as they listen to instructions to support their safety and security. Children are developing the skills they need in preparation for school.
- Partnerships with parents are good and information is shared with parents about children's achievements and progress. Written feedback from parents shows that they greatly value the service provided. They say the childminder 'goes the extra mile' to offer children fabulous learning experiences. Although the childminder and her co-childminder know all children well, there is not an identified key person for individual children to enhance the targeted support for their care and learning to the highest standards.
- Children learn about healthy lifestyles and the importance of being physically active. They enjoy a range of nutritious, freshly prepared meals and snacks. The childminder understands children's health needs and has secure arrangements in place to accommodate these.

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:

- strengthen the key-person arrangements to enhance the targeted support for individual children's care and learning to the highest standards
- further support babies' individual needs, particularly when on outings, to help them engage in more play opportunities to maximise their learning.

Setting details

Unique reference number	2758929
Local authority	Bromley
Inspection number	10349647
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	0 to 11
Total number of places	10
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in Orpington, within the London Borough of Bromley. The childminder usually works with her co-childminder, and they have two assistants. They operate all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- The childminder and inspector completed a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector joined the childminder and her co-childminder on an outing to a soft-play centre.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector observed the interactions between the co-childminders, their assistants and children.
- The inspector took account of written feedback provided by parents/carers.
- The inspector sampled a range of documentation, including evidence of training attended.

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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