

Childminder report

Inspection date: 28 August 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

Children demonstrate that they feel happy and safe in the childminder's care. They move around her warm and welcoming home with confidence. The childminder treats the children with kindness and is always on hand to offer reassurance and cuddles when children need them. This helps to support children's sense of belonging and confidence.

The childminder gathers a range of information from parents to meet the learning and care needs of the children effectively. Children enjoy their time in the care of the childminder. She provides children with meaningful interactions and learning experiences.

Children are eager to learn. They are confident and behave well. Children explore their environment and participate in group activities. The childminder helps them to develop good social skills and demonstrate kind and caring behaviour towards each other.

The childminder regularly plans trips and outings to enhance children's learning experiences. Children learn about their wider community with trips to woods, local parks, library and groups. They talk excitedly about learning names of wildflowers and picking blackberries for snack and making jam. These experiences help children to develop their social skills and confidence while learning about the world around them.

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

- The childminder delivers a broad and varied curriculum. She observes and assesses children's learning and uses this information, along with their interests to develop themes to help her to plan for what children need to learn next. The childminder knows the children well and plans motivating learning experiences. For instance, she encourages children to work together as they build with bricks or make a picnic with play food that they show a keen interest in playing with.
- The quality of the childminder's teaching is good. She knows what each child in her care needs to learn next and follows their interests with enthusiasm. The childminder provides the children with activities and experiences that are based on this detailed knowledge. Consequently, children are engaged and motivated, and they develop a positive attitude towards learning. However, at times, the childminder does not adapt her teaching when joining children at activities sufficiently to enable them time to explore resources in the way they choose and at their own pace.
- The childminder introduces children to books and reading at an early age. Children love looking at books and listening to stories. They show that they can

handle books carefully and correctly. Children regularly seek out their favourite stories to read. Older children enjoy developing their own stories to share with the childminder and their friends. The childminder introduces children to songs and rhymes to further support their communication and language development.

- The childminder promotes children's understanding of early mathematical concepts in play. She skilfully encourages children to count. Children eagerly guess how many objects they have and then count to check they are correct. This supports their early mathematics. Children begin to use counting in their play.
- Children are keen to explore the well-resourced learning environment. This means that children can follow their own interests and pursue what the childminder suggests. They access toys indoors and outdoors and benefit, overall, from a balance of adult-led and child-initiated activities. For example, the childminder plans a matching activity to promote children's fine motor skills.
- There are effective arrangements for working in partnership with parents. The childminder gives regular feedback to parents about children's development, their progress and the day they have just had. Parents complement the childminder in ensuring that children make progress while in her care.
- The childminder keeps her knowledge up to date and current. For example, she ensures that she attends regular training courses to improve her knowledge and further support the children in her care. The childminder uses knowledge learned from recent training to support children's emotional well-being and their understanding of their own and others' emotions.

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 when joining activities and play with the children to enable them to explore resources fully and give them time to incorporate more of their own ideas.

Setting details

Unique reference number	402577
Local authority	Bromley
Inspection number	10355358
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2002. She lives in Orpington, within the London borough of Bromley. The childminder has a relevant qualification at level 4. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Tracey Murphy

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 childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Children spoke to the inspector about their activities during the inspection.
- The inspector viewed written reviews from parents, which she took account of as part of the inspection.
- The childminder provided the inspector with a sample of key documentation.

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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