

Childminder report

Inspection date: 13 September 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 creates a relaxed and nurturing atmosphere for all children. She supports children to explore her home freely. Children develop high levels of curiosity. They enjoy making decisions about their own learning. The childminder listens to children and finds out about what excites them. The childminder plans exciting opportunities for children to develop their own talents and interests. All children feel motivated to learn and have high levels of self-esteem. The childminder has high expectations of children's behaviour. She teaches them to be considerate to their friends. Children have high levels of emotional well-being.

The childminder promotes children's speech and language skills well. She uses ambitious new language to challenge the children's speaking skills. The childminder models how to use increasingly complex sentences. She supports children to gain increasing fluency. Children rapidly develop strong communication skills. They use challenging new vocabulary that they have learned in their play. All children can express themselves with confidence.

The childminder has a strong understanding of how young children learn. She observes children closely in their play to identify the skills and knowledge that they need to learn next. The childminder considers all aspects of children's development. Children develop physical skills, partake in writing activities, and enjoy creative play. They learn about the world around them. All children make good progress in their learning.

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

- The childminder plans a curriculum that supports children to take the lead in developing the skills and knowledge that they need to learn. She supports all children to select activities that develop their existing skills and knowledge. Children learn to confidently select from activities that challenge them. Children are well prepared for the next stage of their education.
- The childminder gets to know individual children well. She assesses what children know and can do. The childminder uses this information to plan suitably challenging activities for all children. The childminder works with parents to identify what excites the children. She plans a well-sequenced curriculum that is based on the individual interests of all children. Children learn to concentrate and focus. They have positive attitudes to learning.
- The childminder understands that children need to hear lots of new language to develop their communication skills. She uses books, songs and conversations with the children to promote speaking and listening. The childminder clearly explains what she wants children to do. The children listen to her well and follow her instructions.

- The childminder supports children to develop their core muscle strength. This includes promoting outdoor play, where children climb, run and jump. The childminder teaches the children that being physically active is good for their health. This promotes children's physical well-being.
- The childminder supports all children to become independent learners. She encourages children to do things for themselves. For example, the childminder asks children to try again when they find activities tricky. Children learn to use the toilet, wash their hands and feed themselves independently. Children understand that they can ask for help when they need it. All children gain independence skills under the watchful eye of the childminder.
- The childminder teaches children the clear expectations in her setting. She helps them to develop an awareness of their own feelings. Children feel safe and happy. They understand how to be kind and considerate to others. This promotes children's emotional well-being.
- The childminder has strong relationships with parents. She gives them daily feedback on the activities that children are working on. Parents say that the childminder provides a supportive and flexible service. They report that the information provided by the childminder helps them to extend their children's learning at home.
- The childminder plans a broad and balanced curriculum to help children make good progress in their learning. She recognises that she has not consistently strengthened her knowledge and understanding of how to implement her planning as well as possible, to further extend children's learning.

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:

- develop further continuous professional development opportunities so that teaching skills continue to improve over time to the highest levels.

Setting details

Unique reference number	EY101248
Local authority	Bromley
Inspection number	10359823
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2002. She lives in Orpington, Kent. The childminder has a relevant qualification at level 3. She offers care from 8am to 6pm, Monday to Friday, all year round. The childminder provides funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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