

Childminder report

Inspection date: 20 March 2025

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 continues to provide children with high-quality education and care. She builds positive relationships with children through her kind, patient and approachable demeanour. Children enjoy spontaneous cuddles with her, which reflect their close bonds. The childminder communicates her high expectations and explains to children the consequences of their actions. This helps children to understand how to keep themselves safe. In addition, the childminder models good behaviour. She encourages children to be polite and use good manners. This fosters kindness and care among children, as seen when the older children check on their friends. Children have positive attitudes.

The childminder's curriculum is broad and balanced. She supports children's communication and language skills effectively. During story and music sessions, the childminder introduces children to a wide range of new vocabulary, including animal names. Children gain confidence in talking and babbling because they feel well supported. In addition, the childminder teaches children basic words in other languages, such as French. Children respond well to this. The childminder enhances children's awareness of diversity. As part of the childminder's curriculum, she organises various outings to playgroups, the local library and museums. She observes that these outings contribute to children's enjoyment and happiness.

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

- The childminder works successfully with parents and carers. Parents are extremely pleased with the service provided. They value the great effort by the childminder to inform them about their children's learning. Parents also praise the childminder for reinforcing positive behaviour in their children. As a result, even at a young age, children understand the rules and boundaries in the setting. The strong partnership between parents and the childminder enhances children's enjoyment of learning.
- The childminder involves parents to help evaluate the setting rigorously. Since the last inspection, she has implemented positive changes for children. For instance, she has re-organised the toys and resources to make them more accessible. This change has increased children's concentration and motivation levels during their play.
- The childminder supports children to make good progress from their starting points in development. She observes and assesses their learning to plan her curriculum effectively. This approach has a noticeable impact as children learn to express themselves verbally. In addition, the childminder implements her curriculum for mathematics well. As a result, even at a young age, children develop strong counting skills. They recognise numbers and count independently.

- Children receive ample praise and encouragement from the childminder as they play. They receive claps and reassuring words when they need it. This practice boosts children's self-esteem and confidence.
- The childminder completes mandatory training, such as safeguarding and first aid. This ensures that she has the current knowledge to keep children safe. However, the childminder's professional development programme is not as focused, particularly in relation to teaching. This limits the childminder's ability to extend her knowledge and skills further.
- Children learn good table manners. They receive gentle reminders to sit at the table while eating. Children demonstrate strong independence skills by feeding themselves and holding their water bottles. They enjoy a wide range of healthy foods that the childminder adapts to meet their dietary needs and preferences. The childminder promotes children's physical health well.
- The childminder provides opportunities for children of differing ages to play together and support each other. Children develop strong physical skills as they explore the learning environments. They also form friendships, which is evident when they play with toy vehicles and magnetic shapes together.
- There are consistent hygiene routines in the setting. For example, the childminder teaches children to clean their hands before and after handling food. She talks to children about how handwashing can help to reduce the spread of germs and infectious illnesses to protect their health. This contributes to children's understanding of a healthy lifestyle.
- The childminder reads stories to children, which children enjoy. She uses these moments effectively to engage children in discussions about what they know and what they see. This approach helps children to enhance their language skills and fosters a love of books.

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:

- sharpen the focus on developing knowledge and skills further, to raise the quality of education further.

Setting details

Unique reference number	EY254321
Local authority	Bromley
Inspection number	10375982
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 May 2019

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Bromley. She offers childcare services all year round, from 8am to 6pm, Monday to Thursday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her curriculum.
- The inspector observed an adult-led activity and reviewed this with the childminder.
- Parents shared their views through written comments and questionnaires, which were taken into account.
- The inspector reviewed a sample of the childminder's documentation, including training and suitability checks.
- The inspector observed the interactions between the childminder and children throughout 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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