

Childminder report

Inspection date: 9 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 feel safe and secure with this caring childminder. The childminder finds out what children like to do, so she can follow their interests as soon as they start with her. Children settle quickly and form positive attachments with the childminder. They look to her for comfort and reassurance, and she responds to their needs. For instance, the childminder recognises when younger children are feeling tired or unsettled and comforts them with a cuddle.

The childminder plans and provides exciting learning experiences for children, indoors and outside. She uses the local community to enhance her teaching. For instance, children enjoy trips to the local gardens and woodlands to learn about nature. The childminder knows what she wants children to learn and uses her curriculum well to help them make good progress.

The childminder has high expectations of children's behaviour. She is polite and respectful, which encourages the children to replicate this in their own interactions with each other. For example, they are learning to share and take turns as the childminder demonstrates doing this. The childminder praises them for their achievements, for example, when children practise a new skill, such as walking. Children are supported well to develop positive attitudes to learning.

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

- The childminder understands what children need to know and be able to do by the time they start school. She uses her knowledge of how children learn and how she can teach them key skills well. The childminder ensures that all children develop skills and learn more over time. She provides the time and opportunities for each child to practise skills, so they become confident and more able. She clearly knows their interests and abilities. However, on occasion, children's learning could be extended further. For example, the childminder does not always extend children's learning as she joins their chosen activity.
- The childminder promotes children's communication and language skills particularly well. She narrates their play to encourage them to continually increase their vocabulary. She uses books to encourage the youngest children's developing language skills and their love of stories. She introduces words such as 'tickly' to encourage children to learn and use new words. The youngest children enjoy copying actions as the childminder names different body parts.
- The childminder is passionate about her role. She is a good role model and very nurturing. Children form secure attachments to the childminder; she is calm with the children and offers gentle encouragement. However, at times, she is too keen to offer support to the youngest children, and this can hinder their developing independence and opportunities to manage their risks.

- Children have regular opportunities to develop their physical skills. They have plenty of space to move around indoors and lots of fresh air as they play outdoors, using wheeled and ride-on toys. Children develop their large muscles and smaller muscles to prepare for future learning. For instance, children practise putting shapes in the correct hole and exploring sand and mud. This supports children's early writing skills.
- Parents feel their children are safe and secure in the childminder's care. They have regular opportunities to discuss their child's development and how to support their learning at home. The childminder has developed effective relationships with all parents, who speak about the positive impact she has had on their children. This shows that parental partnerships are effective. The childminder skilfully forms effective partnerships with other settings children attend to ensure the continuity of care and learning.
- The childminder is proactive in developing her skills. She continually reflects on what she can do to develop her practice. She undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- develop ways to further extend children's learning
- encourage children's developing independence further throughout the daily routines and activities.

Setting details

Unique reference number	EY293953
Local authority	Bromley
Inspection number	10259991
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2005. She lives in Orpington, in the London Borough of Bromley. The childminder operates all year round, from 7.30am to 6pm, Monday to Thursday. The childminder holds a diploma at level 3 in home-based childcare. The childminder provides funded early education for two-, three- and four-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 and her aims for children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Discussions were held with the childminder at appropriate times.
- The inspector sampled written views from parents to gather their views.
- The childminder provided the inspector with a sample of 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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