

Childminder report

Inspection date: 26 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and confident when at the childminder's home. They independently access the toys they enjoy and are learning to share and take turns with their friends. The childminder knows children well and chooses resources she knows will build on their prior learning and individual interests. This helps children engage in play and practise most skills they already know. For example, children enjoy looking for the different birds in the garden through binoculars. They confidently name those they see and spend time developing their small hand muscles as they use tweezers to pick up small objects. Children approach this with positivity and are proud when they achieve.

Children have a love for books and rhymes. The childminder reads with enthusiasm, and children sing rhymes they know as they play. Children choose their own books to look at independently as well as snuggling with the childminder as they listen to a story. Children love to be outdoors and develop healthy lifestyles. The childminder uses the local community well. Children enjoy trips to the local parks and walks along the high street, as well as litter picking along the childminder's street. This helps their physical development as well as learning how to care for the environment.

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

- The childminder provides a broad and interesting curriculum for the children in her care. She collects information from parents and works closely with other settings the children attend. The childminder observes children's play and understands what they need to learn next. Activities support the topics the childminder uses and the specific learning intentions for individual children. For example, children look at the little snail they find with their magnifying glasses and compare these to the insects on the painted tiles.
- The childminder consistently talks to children to help expose them to a wide range of conversation skills and vocabulary. She has interesting conversations with the children while she plays alongside them to support their language and communication skills. For example, she names resources as children engage in imaginative play. The childminder models language as children play, describing what is happening and asking appropriate questions to enhance their thinking skills.
- Children confidently choose and use the accessible resources. The childminder is a good role model and interacts well with the children as they explore the environment and resources. However, at times, this leads to some children flitting between tasks and becoming distracted with other resources. The childminder does not consistently recognise how to help children focus on the activities they are engrossed with, in order to maximise learning.

- The childminder makes good use of her local area to provide a variety of outings and experiences, including local parks, library and trips on the bus. She recognises the importance of children experiencing a range of social interactions, and they regularly attend toddler groups.
- The childminder skilfully teaches children about early mathematical concepts. Children learn about numbers through a range of playful activities and experiences, such as collecting pine cones and other natural resources for a counting activity. This benefits children's early sorting and categorising skills.
- The childminder strongly supports children's love of books. She ensures that children have regular access to a wide range of traditional and popular children's books as they play. This supports their early literacy development.
- The childminder forms good relationships with parents. Parents are complimentary about the childminder. She shares information with them about their children's daily experiences at the setting. The childminder and parents share ideas about how to further support their children's learning at home. This supports good partnership working with parents.
- Partnerships with other professionals are well established. For example, the childminder gathers and shares information from other settings that children attend. This promotes continuity in children's learning.
- The childminder reflects on her practice and looks for ways to improve her skills and knowledge. She accesses training to further her knowledge. This helps to improve learning outcomes for children.

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:

- help children to enhance their concentration and adapt teaching to help them remain focused in their learning.

Setting details

Unique reference number	EY296369
Local authority	Bromley
Inspection number	10375806
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Bromley. The childminder offers her service from 7.30am to 5.30pm, five days a week, for most of the year. She holds a relevant childcare qualification. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children, both indoors and outdoors.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector sampled feedback from parents to gather their views.
- 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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