

Childminder report

Inspection date: 6 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with warm reassurance. Children receive the emotional support that they need, right from the start. For example, the childminder cuddles the youngest children closely to her, as she greets unfamiliar adults. Without being prompted, they feel confident enough to gently wiggle their fingers and acknowledge the adult's presence. The childminder gathers useful information from parents as children settle in. This helps her to implement care routines in her setting that mirror those from home. The childminder completes training that helps her to meet the individual health and care needs of children effectively. Children show that they feel secure and safe in the childminder's care.

The childminder helps children to develop their interactions and communication skills from an early stage. She sings with children, uses descriptive words during play and talks with children about what they do. The childminder helps children to build well on what they already know. She plans activities that help children to gain confidence in their abilities, including while at school. The childminder's close links with school teaching staff contributes well to children's positive outcomes. Children enjoy frequent outings and meet different people in the community. This helps them to make wider friendship groups and acquire good social skills.

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

- The childminder has a well organised home learning environment. She uses equipment appropriately to ensure children's safety and provides accessible resources for children to enjoy. The childminder has a good awareness of how to help children engage in learning opportunities. This helps children to develop positive attitudes to learning and progress well. Her shared approach helps to provide consistency in children's learning journey.
- The childminder uses her observations of children to make assessments of how they develop and learn. She makes use of technology to share accurate information with parents about children's progress and next steps in learning. The childminder gathers initial and ongoing information about children's needs, interests and experiences.
- The childminder discusses children's development with school staff, with parents' consent. She plans enjoyable activities that help children to practise skills and become more confident in what they are learning at school. For example, children begin to recognise letters as they create a 'passport' and 'boarding pass' during a transport topic. This helps to further develop their early literacy.
- The childminder implements an effective curriculum that takes account of what children need to learn next. She demonstrates high aspirations for children and knows where to seek more specialist support, if needed. This helps children to become capable and independent learners. However, the childminder does not

yet explore professional development opportunities to further enhance her teaching skills.

- The childminder makes good use of local resources to extend children's learning. Children enjoy frequent outings in the local community. The childminder organises regular library visits for storytelling and children participate in arts and craft and music groups. Children learn how to behave well and develop their social skills as they interact with others.
- The childminder helps children to develop their fluency well. She uses descriptive words as children play with the 'slithery snake' or 'crinkly chameleon'. The childminder encourages two-way interactions and helps children to explore different sounds. She helps to develop children's listening and attention skills from an early stage.
- The childminder helps children to develop a sense of their uniqueness. Displays depict children's links to different parts of the world. They recognise their similarities and differences as they draw themselves on 'passports'. The childminder shares her language with children from similar backgrounds. Children use resources that reflect their languages and communities.
- Parents provide positive feedback about the childminder's service. They appreciate the reassurance as children settle in. Parents value how the childminder works effectively with them to manage children's health needs.

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:

- use professional development opportunities to enhance teaching skills and further promote outcomes for children.

Setting details

Unique reference number	EY297950
Local authority	Bromley
Inspection number	10375742
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	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in the London Borough of Bromley. She operates Tuesday to Thursday from 7.30am to 6.30pm, for most of the year.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of the views of parents.
- 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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