

Childminder report

Inspection date:

25 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily with the childminder after their school day. They chat to one another as they get out of the car and wait sensibly to enter the childminder's home. They are eager to talk about the roof tiles they saw being transported on a conveyer belt to the roof of a house. Once inside, children know where to put their personal items. They settle in well and show a good sense of security and belonging.

The childminder has high expectations for children's behaviour. She is a good role model and children demonstrate good manners and respect for her and one another. Younger children go to the childminder for a cuddle and, as they snuggle in, they tell her that they can hear her heart beating. They enjoy warm, close relationships with her.

Children follow routines well and sit nicely at the table for after-school snacks. They like to do things by themselves. For example, they hang heart shapes on their 'kindness tree' for taking turns and letting other children go first. Children consistently demonstrate good behaviour and thoughtfulness towards others.

The children talk about how they keep safe on outings. They explain how they 'stay near' the childminder and how she makes them walk on the inside of the pavement to protect them from the cars on the road.

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

- The childminder reflects on her practice and how to best meet the needs of children who attend after school. She maintains the required records to ensure children's safety. She involves children in making decisions about their activities, so that she can continually improve their experiences.
- The childminder, very occasionally, uses an assistant and understands her responsibility to ensure that children are only cared for by suitable people. She completes regular training to develop her knowledge and skills and promote children's safety and welfare.
- Children are involved in helping to prepare their meals and develop a good understanding of healthy eating. They talk about the toppings they put on pizza and understand why the childminder provides fruit for snacks. They show a good understanding of the foods that they are allowed to eat.
- Children follow the childminder's simple instructions and rules, and they behave well. The childminder encourages children to show confidence in making decisions about what they would like to do. Some enjoy drawing activities while others like to talk about their school day or chat about the childminder's tropical

fish.

- The childminder helps children effectively to learn about the similarities and differences between themselves and others. She uses everyday experiences, such as visits to the local library and discussions, to help children learn about and respect diversity.
- The childminder works closely with parents to share a good variety of information. Parents say that they feel very happy with the care provided and the many activities and outings that their children enjoy. They also value the childminder's homemade meals and her help with children's homework.
- The childminder has good links with schools to help ensure consistency of care for children. She reads with the children as part of helping them with school homework. She also shares information between the school and parents to ensure children's needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding children up to date. She understands the signs that may cause her concern about a child's welfare and how to report matters to the correct agencies. The childminder also knows how to report any allegations made against her. She keeps her home safe and secure for children. She teaches them important messages about keeping safe, including when they use the internet. The childminder also shares this information with parents as part of helping to ensure children's ongoing safety.

Setting details

Unique reference number	EY333114
Local authority	Bromley
Inspection number	10120202
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	4 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 August 2015

Information about this early years setting

The childminder registered in 2006 and lives in Orpington, Kent. She normally offers her after-school service Monday to Thursday, during school term times. She holds a relevant qualification in early years.

Information about this inspection

Inspector

Stephanie Graves

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 her evaluation of the childminder.
- The childminder showed the inspector the areas of the premises used for childminding and explained how she keeps children safe and well supervised.
- Children enjoyed telling the inspector about their interests and their experiences with the childminder.
- The inspector sampled the childminder's documentation, including her training certificates and children's records.
- The inspector considered the views of parents regarding the quality of care the childminder provides for their children.

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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