

Childminder report

Inspection date:

5 September 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 settle happily in this warm, organised home. The childminder has close relationships with the children, and she interacts warmly with them. She takes time to settle children gradually and values each child highly. The childminder has high expectations of children, and she provides a stimulating, learning environment in which children thrive. She manages their behaviour well. The childminder is calm and patient and tries to resolve things fairly with children. Children behave well.

The curriculum is varied and interesting, and all children make good progress. The childminder supports children's physical development well. She takes children to the local park each day where they play ball and hoop games to develop their physical coordination skills. Children learn to climb and balance by using different park equipment, and they develop good physical skills. The childminder supports children's understanding of the world well. She visits the local woods with the children to observe seasonal changes in nature. The childminder plants flowers with the children and teaches them how things grow. Children gain a good understanding of the world. The childminder teaches children early mathematical skills well. She plays fun games to engage children in counting, such as hide and seek. The childminder sings number rhymes and songs and points out shapes in the environment. Children gain good mathematical skills.

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

- Children learn about difference effectively. The childminder teaches children about different places of worship, such as temples, synagogues and churches. She discusses and celebrates special religious and cultural festivals with children.
- The childminder teaches children good communication and language and literacy skills. She teaches children new words as they explore the textures of different cereals, such as crunchy and noisy. The childminder reads stories to children in lively tones and questions them effectively. Children have good communication and language and literacy skills.
- Children gain good independence skills. Younger children learn to feed themselves, and all children help to tidy up. Older children put their shoes and socks on while younger ones are supported by the childminder. The childminder teaches children how to share, for example, by playing simple turn-taking games. Children learn to share effectively.
- The childminder promotes healthy routines for children. She prepares freshly cooked healthy meals and snacks for children and fresh drinking water. The childminder ensures that children get fresh air and daily physical challenges.
- Children act in safe ways. The childminder teaches children about road safety, and children act with care and caution when out on trips. The childminder teaches children to sit down when eating and drinking to avoid accidents.

- The childminder has good partnerships with parents. She works with parents to support children's development in areas such as behaviour management. The childminder provides parents with regular updates on children's progress to keep them informed.
- The childminder is keen to enhance her skills and knowledge, for example, by attending training courses. She attended a course on early drawing skills, which led to greater awareness in this area.
- The childminder evaluates her practice and sets goals for improvements. For instance, she plans to continue to develop the outdoor area to promote best outcomes for children.
- Children develop good creative skills. The childminder provides a wide range of textures and materials, such as cereals, paint and play dough, for children to explore. They enjoy drawing and painting pictures by using different tools and resources.
- Children have a good awareness of how to take care of their teeth and gums. The childminder teaches children how to brush their teeth after lunch each day and reads stories about good oral hygiene.
- The childminder places high regard on children's safety. She checks all parts of her home, indoors and outdoors, to reduce the risks of hazards. The childminder ensures that she checks children and their sleeping environments regularly to keep them safe.
- The childminder has begun to teach children about some feelings, such as happy and sad. However, this has not been fully developed to support children's understanding of themselves and others.

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:

- develop children's understanding of different feelings to support their understanding of themselves and others.

Setting details

Unique reference number	EY344159
Local authority	Bromley
Inspection number	10351513
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 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 September 2018

Information about this early years setting

The childminder registered in 2007. She lives in Beckenham, Kent. The childminder operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays. The childminder provides funded care and early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder carried out an activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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