

Childminder report

Inspection date: 25 April 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

The childminder has high expectations for children's learning. She designs a rich curriculum that builds on children's interests. For example, after observing children's play, the childminder plans an activity with toy animals, which children explore with delight. The childminder also promotes children's early mathematical skills by incorporating numbers and using the vocabulary of size and shape. Children are learning to count from one to 10 with increasing accuracy. The childminder motivates children to develop a 'can-do' attitude when completing tasks for themselves. For instance, children show high levels of concentration and persevere while putting on their coats and shoes. Children gain strong independence skills from a very young age.

The childminder works hard to keep children happy and safe. She forms strong relationships with them. This is evident as children snuggle up with the childminder while listening to a story about zoo animals. The childminder plays a crucial role in fostering children's positive behaviour. She encourages children to share and take turns. Children receive lots of praise for their efforts, which boosts their self-esteem and confidence. They behave remarkably well given their age, showing kindness and consideration for others. Children are well prepared for the next stage of their education.

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

- The experienced and passionate childminder continues to provide children with high-quality education and care. She uses accurate observations and assessments of children's learning to help them make notable progress. This is especially evident in children's speech and independence skills. Children receive a solid foundation for their early education.
- Parents report that they are extremely happy with the service they and their children receive. They value the wide range of activities and many outings, such as to parks and woodlands. Parents describe the childminder as 'really lovely and caring' towards their children. Children enjoy their time with the childminder, which has a positive impact on their emotional well-being.
- The childminder's curriculum places a strong emphasis on the development of children's communication and language skills. She introduces new vocabulary and provides explanations of their meanings. For example, while children explore malleable materials, they learn the definitions of 'overfilling' and 'split peas'. These opportunities help to extend children's vocabulary.
- The childminder's curriculum also builds on children's growing understanding of the world around them. Children enjoy lots of nature walks to observe changes in weather and their surroundings. They take part in various religious and cultural celebrations, such as Chinese New Year and Diwali. This raises children's

understanding of similarities and differences between people.

- Children enjoy experimenting with chalk and markers to practise their early writing skills. They are beginning to draw pictures and recognise some letters. However, the childminder does not yet have sufficient knowledge, in order to teach some aspects of children's early reading and fully support their developing literacy skills effectively.
- The childminder prioritises protecting children's health and safety. She supervises them well, inside and outside. This gives children the confidence to explore the learning environments. There are also clear procedures for administering medicines to ensure children's good health.
- Children's social and friendship-building skills develop quickly. They express their individuality by trying on various hats and wigs. During this activity, the childminder and the children share laughter, which shows their close relationships with each other.
- The childminder liaises with other registered childminders and completes mandatory training. For example, she has refreshed her knowledge of safeguarding to help keep children safe. However, the childminder does not have clear targets for her professional development to raise the standards to the highest level.
- The childminder promotes the use of polite words, such as 'please' and 'thank you'. This teaches children to behave well. Children have good manners.
- The childminder is a reflective practitioner who listens to and considers the views of other professionals. Following a self-evaluation, she is keen to promote children's learning further outdoors to support their increasing physical skills.

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:

- enhance existing knowledge relating to children's early reading to support their early literacy skills further
- monitor professional opportunities precisely to identify training needs to raise the standards to the highest level.

Setting details

Unique reference number	EY346369
Local authority	Bromley
Inspection number	10335738
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 2007 and lives in the London Borough of Bromley. She holds a childcare qualification at level 3. The childminder works during term-time only, from 7.30am to 6pm, Tuesday to Thursday.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 and the inspector discussed how the childminder organises her early years setting, including aims and rationale for the curriculum. They observed an activity in the garden and discussed the impact this has on children's learning.
- The inspector observed children engaged in a range of learning activities, indoors and outdoors. She talked to children at appropriate times during the inspection.
- The inspector read written comments from parents, which were taken into account. She checked the childminder's suitability and training records.
- The childminder discussed leadership and safeguarding matters with the inspector.

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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