

Childminder report

Inspection date: 14 March 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 have developed a positive relationship with the childminder. They look to her for reassurance when they are unsure, which helps to make them feel safe. The childminder uses effective methods to help children to develop a passion for literacy. For example, children love story times as the childminder brings familiar stories to life, using various tones. They have access to well-resourced bookshelves that reflect diversity. Children enjoy making marks on erasable writing boards. Older children confidently form recognisable letters as they write their name.

The childminder understands how children learn and develop. Children benefit from a well-planned curriculum that motivates them to be interested and engaged in their play. For instance, children's knowledge of mathematical concepts are promoted during water play. Older children develop their finger muscles as they fill and empty syringes with water. They accurately identify numbers on the syringe and do simple addition as they count the dots on dice they have thrown. Younger children learn about volume and capacity as they empty and fill jugs and containers. The childminder has high expectations for children. They are encouraged to develop good manners. For example, they are reminded to cover their mouth when coughing. Children develop good levels of confidence and self-esteem as they are continually praised for their efforts and achievements.

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

- The childminder plans activities based on children's interests and what she knows they enjoy and need to learn and do next. She uses her assessments of children to sequence their learning and asks open questions to help challenge and promote their knowledge.
- Children develop a keen interest in the natural world. They learn how things grow as they observe and tend to daffodil bulbs in the childminder's garden. They have access to magnifying glasses and enjoy exploring the plants and leaves to investigate where bugs might hide.
- The childminder takes children on daily outings in the community to visit local parks and playgroups. This provides them with opportunities to interact with friends, practise social skills and experience different emotions. This helps to encourage children's social and emotional confidence.
- Children build their communication and language skills with the childminder's support. She expands their vocabulary as they listen to stories, engage in discussions and sing songs. Children explore texture and smells as childminder introduces them to different herbs in the garden, such as lavender, mint and rosemary. She describes the textures of the leaves as, 'soft', 'fuzzy', 'rough' and 'coarse'. promoting children's knowledge of descriptive language. The childminder encourages children to be independent during daily routines to

enhance their self-help skills. They butter their bread, pour out their own drinks at lunch time and put on, and take off, their wellingtons.

- The childminder has begun to liaise with other early years professionals to provide them with details of children's written assessment. However, she has not continued to build on this to encourage two-way information sharing, such as children's targets, to encourage the best possible outcomes.
- Children have ample of opportunities to build on and expand their physical abilities. Older children strengthen their hand-eye coordination as they play catch with the large balls. Younger children build on their coordination, balance and spatial awareness as they access the slide and negotiate the steps. Children gain a good understanding of healthy eating and adopt healthy habits. The childminder engages them in discussion about what is healthy to support children to learn how to follow a healthy lifestyle.
- The childminder has a positive attitude towards her continuing professional development and gaining new skills. She completes a wide variety of training, For example, 'mathematical minds', 'multicultural teaching' and 'curriculum and self-regulation'. These are strengths in the childminder's practice and children show good understanding in these areas.

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:

- further develop partnerships with other early years settings to ensure even more consistency in children's education and learning.

Setting details

Unique reference number	EY361237
Local authority	Bromley
Inspection number	10316975
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bromley, in the London Borough of Bromley. She works from 7.30am until 6pm on Monday to Thursday, apart from family holidays. The childminder has a childcare qualification at level 2.

Information about this inspection

Inspector

Trisha Edward

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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The inspector took account of parents' and older children's written feedback as part of the inspection process.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.

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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