

Childminder report

Inspection date: 13 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, friendly environment, with a strong focus on children being happy and confident in their surroundings. The curriculum is based on what the children need to learn. They spend their time in the childminder's house choosing their own resources and leading their own learning. The childminder joins and supports them by engaging with them, offering ideas and things they could try, to help them learn. She uses their interests to motivate them, improve their concentration and prepare them for the next stage in their learning. Children attend a local hall twice a week where they meet up with other children and childminders. This helps raise their self-esteem and confidence, and develop their social and language skills.

The children respond positively to the childminder and behave extremely well. They enjoy spending time with her, and she ensures that the environment is safe for their use while teaching them how to keep themselves safe by setting clear boundaries. She provides clear instructions about where they can explore when out in local parks. This helps children learn respect for rules and routines and develops their positive behaviour and self-regulation skills.

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

- The childminder gets to know each child and their family extremely well. Her personalised approach ensures that every child receives the specific support they need. For example, her inclusion of Makaton for children with impaired hearing demonstrates an inclusive environment and means that all the children under her care feel supported and understood.
- Children are encouraged to explore various activities, allowing them to freely engage in their learning. For instance, young children found joy in washing superhero figures in water. The childminder used this as a learning opportunity by introducing cups for filling and pouring, expanding on the concept of capacity. Using language such as 'Is it full yet?', she incorporated mathematical concepts into the play. The childminder reinforced the importance of sharing by taking turns with children and offering praise to promote positive behaviours. This approach not only engages children but also integrates learning into their everyday experiences.
- The childminder promotes children's physical development skills well and regularly takes them outside to play football or go on nature walks in the local area. They also practise their fine motor skills by using small tools inside or pressing buttons on toy laptops. She knows the importance of developing children's self-care and independence skills and supports children with such things as toilet training. However, on some occasions, she is too quick to do things for them, meaning they are not allowed enough time and space to try and

do things for themselves.

- The childminder aims to prepare her children for school or the next stage in their learning and understands that having confidence, good social skills and language is important. She does this by exposing them to various social situations where they can make new friends and speak to unfamiliar adults in a safe environment. She supports their language development by engaging in conversations with them, commenting on their activities and adding vocabulary when they are unsure of what something is. For example, if a young child holds up a sponge in his hand and says, 'This', she quickly adds, 'You mean the sponge'.
- Parents expressed their appreciation for the childminder, noting her proactive approach in sharing regular updates and information about their children's learning. Parents find this reassuring, as it indicates that their children are receiving the support they need. The parents are satisfied with the care their children are receiving and have noticed significant progress in their development since they started attending the setting.
- The childminder acts as a good role model to children. They learn how and when to use good manners by copying the childminder. They say 'please' and 'thank you' when asking for help. The children demonstrate a positive attitude and behave extremely well. They are kind and considerate. For example, when they notice that the childminder needs help, they are quick to do so independently. The childminder praises them for this, which gives children a sense of belonging and develops their understanding of fundamental British values.

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:

- allow children opportunities to do more things for themselves to further develop their independence skills.

Setting details

Unique reference number	EY363682
Local authority	Bromley
Inspection number	10355409
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2007. She lives in St Mary Cray, in the London Borough of Bromley. The childminder operates Monday to Friday, from 8.00am to 6pm, for the majority of the year, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant level 3 childcare qualification. The childminder works with an assistant.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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