

Childminder report

Inspection date: 19 December 2023

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 engages well with the children, which motivates them to play. For example, when the childminder notices that children are interested in toy animals, she initiates role play, which adds to their enjoyment. During play, the childminder checks children's understanding of the different animal names and the sounds they make. This helps to widen children's vocabulary as well as their understanding of the world. The childminder is also very good at developing children's love of books. She initiates story time with the children and introduces new words, such as 'moustache'. Children listen intently and bring more books for the childminder to read, which shows their interest in early literacy.

The childminder is a positive role model for the children. She encourages children to use polite words, such as 'thank you' and 'please'. Children of all ages play well together. They gain strong social confidence, which is evident in their interactions with their friends and adults. The childminder works hard to make children feel happy and safe. She praises and gives children lots of reassurance, which further promotes their self-esteem. Children are well prepared for their future education, including their move to school.

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

- The childminder has established secure and trusting relationships with all the children. She knows the children well and makes her boundaries clear. This includes ensuring that children know when to take the lead in their own play and when to listen to others. This practice helps to support children's behaviour and emotional well-being effectively.
- Since the last inspection, the childminder has very successfully promoted children's self-help and independence skills. She makes good use of the daily routines, such as at mealtimes, to encourage children to serve themselves and make their own sandwiches. Children respond very positively to this.
- The childminder has completed mandatory training, such as safeguarding and paediatric first aid. This has refreshed her knowledge of what to do in an emergency. The childminder recognises the need to pursue her professional development in order to gain further knowledge of how to support children with additional learning needs.
- The childminder monitors children's learning to ensure that they make rapid and sustained progress. She identifies what children need to learn next and if there are gaps in their learning. This is particularly beneficial for children who speak English as an additional language.
- The childminder creates many opportunities to support children's mathematical skills. For example, during activities, she enables children to count and use

concepts such as 'big' and 'small'. As a result, older children can count from one to 10 and beyond with confidence. Equally, the younger ones are starting to show an interest in matching and sorting out objects.

- The childminder organises a variety of outings to promote children's physical and social skills. For instance, she takes children to the local woodland and playgroups to enrich their learning experiences.
- Children learn good hygiene practices. For example, they know the importance of washing their hands before handling food. Children also remember to cover their mouths when coughing to prevent the spread of germs. This practice contributes positively to the promotion of children's physical health and well-being.
- The childminder has built positive links with parents and other professionals who are involved in children's education. She shares relevant information to keep them fully informed about children's achievements. Parents say in their written feedback that they are delighted with the service they receive. They describe the childminder as 'extremely warm and loving', which benefits their children's all-round development. In addition, parents have frequent opportunities to contribute their views to help the childminder to evaluate the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe. She watches for any signs that a child may be at risk of harm, such as changes in their behaviour or unexplained bruises. She is also aware of possible indicators to suggest children are being exposed to extremist views or behaviour. There are clear procedures for reporting any concerns about a child's welfare. The childminder supervises children well. For example, during mealtimes, she watches children while eating to assure their safety. On outings, she ensures that children are within her sight and hearing to keep them safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- increase knowledge of how to support children, particularly with additional learning needs, to ensure that they make the best possible progress.

Setting details

Unique reference number	EY379788
Local authority	Bromley
Inspection number	10316934
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in the London Borough of Bromley. She works from 8am to 6pm, Monday to Thursday, all year round. The childminder holds an appropriate childcare qualification.

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 childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning. They carried out a joint evaluation of the children's indoor activity.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning. She engaged with the children at appropriate times during the inspection.
- Parents left written feedback for the inspector to read, which was taken into account.
- The inspector held discussions with the childminder and checked the relevant documents, such as the childminder's suitability checks and training certificates.

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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