

Childminder report

Inspection date: 10 January 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 creates an inclusive practice. She makes good use of children's home languages to support their emerging communication skills. Children show their delight as they hear songs and rhymes in English and in their home language. This is evident as they smile and move their bodies to the music. Children benefit from this as they feel welcomed and valued as an individual. The childminder's curriculum focuses strongly on promoting children's social and emotional skills. She has a friendly and caring approach. This contributes to children feeling happy and safe.

The childminder supervises children well as they play. She follows their home routine for a consistent approach in their care practice. This gives children a strong sense of security. The childminder reads books to children as part of their daily routine. Children enjoy the physical contact, attention and affection they receive while listening to stories. They show good concentration skills, given their age. Children have positive attitudes to play and learning.

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

- Since the last inspection, the childminder has completed paediatric first-aid training to ensure that she knows what to do in an emergency situation. She has also completed training on children's play to strengthen her teaching skills. This has had a positive impact on children's motivational levels.
- The childminder is committed to working in partnership with parents to ensure that children receive the individual support they need. Parents speak very positively about the childminder and her work. They describe the childminder as 'kind' and 'respectful' of different family situations. Parents appreciate the good communication between the childminder and themselves. This supports the continuity of children's all-round learning. Parents report that their children make good progress, such as in their language and physical development.
- The childminder observes children's play to find out what they know and can already do. However, at times, she does not make use of the information gained from this to build on what children need to learn next. This prevents the childminder from planning a well-sequenced curriculum to fully support children's learning.
- The childminder offers children plenty of opportunities to develop their physical skills. For instance, she encourages children to pull themselves up and exercise their legs. This gives children, particularly the young ones, the confidence they need to become competent walkers. However, there are fewer sensory experiences for children, particularly indoors. This does not stimulate children's senses as best as possible.
- Children learn about good hygiene practices, such as washing their hands before

eating food, from a young age. This helps to promote children's understanding of how to care for themselves.

- The childminder completes safeguarding training to keep her knowledge up to date. She knows how to identify children who are at risk of harm and the procedures to follow if there are any concerns regarding their welfare. In addition, the childminder is fully aware of what to do should there be any allegations made against her or household members.
- The childminder models the use of polite words, such as 'thank you', to teach children good manners. She also gives children lots of praise and encouragement, which supports their emotional well-being effectively.
- The self-evaluation process is evident. The childminder continues to reflect on her practice. For example, as the result of the COVID-19 pandemic, she has reviewed the collection and drop-off procedures. This has helped new children to settle in more smoothly and quickly. In addition, the childminder has increased the opportunities for children to carry out age-appropriate and manageable tasks. Some examples include encouraging young children to hold their own water bottle to support their emerging independence skills. This shows that the childminder has high expectations for children's learning.

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:

- gain further knowledge of how to make use of observations and assessments more effectively to help sequence children's learning
- consider how to further promote young children's sensory skills, particularly indoors.

Setting details

Unique reference number	EY398969
Local authority	Bromley
Inspection number	10316960
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Bromley. She operates her service from 7.30am until 6.30pm, Monday to Friday, all year round except for family holidays. 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 setting.
- The inspector viewed the provision and explored the safety and suitability of the premises with the childminder. She talked to the childminder about her curriculum and what she wants children to learn.
- Parents spoke with the inspector to share their views on the quality of the provision and these were taken into account.
- The inspector observed the quality of education during indoor activities and assessed the impact this has on children's learning. She looked at relevant documentation, such as the childminder's training and suitability checks.
- The childminder explained to the inspector how she works with parents to support children's learning.

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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