

Childminder report

Inspection date: 18 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a warm and welcoming environment where children are happy, confident and settled. Children willingly have a go and are focused as they engage in activities. Younger children who need comfort and reassurance are given cuddles as the childminder gently soothes them. The childminder's assistant calmly and patiently interacts with the children, singing songs and reading stories. Children are very attentive as they point out what they see in the pictures and talk about colours representing feelings in the book. Older children share what makes them feel happy and sad.

Children learn about the world around them. They enjoy visits to places, such as parks. Children enjoy choosing recycled resources to create their own structures. They excitedly talk about what they are building, for example, a rocket. The childminder engages with the children well. She talks about what they are doing and takes time to listen to the children, which enhance their communication skills and build on their interests.

The childminder supports children's physical skills. Children develop their finger muscles as they confidently use paint brushes to paint their structures. The childminder develops positive relationships with children and their families. Children enjoy being in the childminder and her assistant's company and feel safe and secure. The childminder praises the children for their efforts. Children have a positive attitude to their learning. The childminder is a positive role model for children. Children learn to listen, share and take turns. Their behaviour is good.

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

- The childminder and her assistant plan the environment so that resources are easily accessible for children. This allows children to access their own learning, extend their interests and develop their independence.
- The childminder uses assessments well to identify what children already know and plan activities to support their next steps in learning. She works well with her assistant and provides good-quality learning experiences to secure children's knowledge and skills. However, at times, opportunities to encourage children to think and enhance their ability to find solutions to simple problems are not consistently enhanced.
- The childminder's assistant reads with enthusiasm, which engages and excites the children. They point to favourite characters in the book and talk about their feelings. The childminder's assistant models language well as she reads, which supports children's communication and language development.
- Children are settled in the care of the childminder and her assistant. They provide a warm and welcoming environment that helps children feel safe and

secure. Children are confident as they find and engage in play, such as with toy trucks and mark making.

- Children with special educational needs and/or disabilities are very well supported. The childminder works effectively with outside agencies to identify children's needs and plan accurate next steps. Parents report the childminder is very inclusive and flexible in meeting their child's individual needs.
- The childminder and her assistant introduce mathematical language in children's play. However, opportunities to further support children's counting, understanding of numbers and amounts are not incorporated consistently to extend their mathematical concepts further.
- The childminder promotes healthy eating and exercise. For example, parents provide healthy and nutritious packed lunches. The childminder takes the children on visits to different places of interest, such as farms, the childminder's allotment and the park where they can learn about the wider world, exercise and strengthen their larger body muscles. Children who need to sleep are supported to do so safely. However, the childminder does not always ensure that the mat that is used for nappy changing is consistently clean. She also does not fully promote handwashing at this time to enhance children's health even more.
- The childminder keeps her knowledge and skills updated. She supports her assistant effectively to understand their roles and responsibilities and monitor their practice well. She uses new learning to inform her reflections and evaluations to improve her practice, which benefit outcomes for children.
- Children develop their imagination well. They use recycled materials to make structures of their choice. They build items, such as rockets. Children are encouraged to use play dough to make different objects, which they enjoy. The childminder's assistant offers different tools to the children to extend their creativity and 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:

- give children the opportunity to think of simple solutions to problems during activities to help enhance their ability to think
- support children's awareness of numbers and amounts consistently to enhance their mathematical knowledge
- review nappy changing and handwashing arrangements to help enhance children's good health and well-being.

Setting details

Unique reference number	EY407568
Local authority	Bromley
Inspection number	10335486
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	0 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in Bromley, Kent. She offers flexible childcare, which is usually from 7.30am to 6pm, Monday to Friday, all year round. She works with an assistant and provides funded early education for four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

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 discussed how she organises the early years provision.
- The childminder and the inspector completed a joint observation and discussed children's learning.
- Children communicated with the inspector during the inspection.
- The inspector took account of parents' written feedback.

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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