

Childminder report

Inspection date: 12 December 2022

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

There are high expectations for all children to make good progress. For example, children are expected to carry out manageable tasks for themselves to develop their independence skills. Children move around the setting confidently, which shows they feel safe and secure. They enjoy a variety of creative activities and initiate their own imaginary play, such as in the role-play area. Children's behaviour is good. They develop a caring attitude towards each other and are keen to help out. For example, when older children realise the younger ones are asleep they comment 'I have to be quiet', to show their protective attention. Younger and older children happily play alongside each other.

Children develop close bonds with the childminder, who is caring and approachable. They receive lots of praise and reassurance, which supports their emotional well-being effectively. Children enjoy snuggling in with the childminder while listening to their favourite stories. They pay good attention and are highly responsive to the childminder. Children are motivated learners. They are gaining the knowledge and skills that they need for the next stage of their education.

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

- The childminder evaluates the quality of the provision effectively. She involves parents to identify strengths and areas for development. Since the last inspection, the childminder has ensured that children have ready access to multicultural resources and books. This raises children's awareness of similarities and differences between people.
- The childminder has not developed links with all early years providers where children attend. This does not offer children consistency in their care and education.
- The childminder liaises with other childminders to keep her early years knowledge up to date. She has completed mandatory training, such as safeguarding and first-aid, to protect children's safety and welfare. However, the childminder does not focus precisely on her professional development to raise the quality of teaching even further.
- The childminder observes and assesses children's learning regularly to help plan a curriculum that is based on their individual needs. For instance, she plans various art and craft activities to build on children's interests in media and materials. During a planned activity, children experiment with gluing and sticking, supporting their creativity and physical skills effectively.
- Children make good progress in their learning. They are developing and extending their vocabulary in line with the expectations for their age. For example, at story time, they repeat words and ask questions, which show their good communication skills. Children also gain a strong understanding of

mathematical concepts. They learn to count objects during activities and complete puzzles to develop their understanding of shape and patterns.

- There are plenty of opportunities for children to develop their early literacy skills. For example, older children receive good levels of support to develop their early reading. They are beginning to link sounds and letters at the beginning of words in preparation for school.
- The childminder knows the children in her care very well. For instance, she recognises when children are hungry or tired and responds to this quickly. In addition, she teaches children to wash their hands before handling food to minimise the spread of germs and viruses. This promotes children's good health and well-being.
- Parents give positive verbal and written feedback about the childminder's service. They explain how the childminder helps their children to socialise and communicate effectively. Parents find they are fully informed about what their children know and can do. This close partnership enables parents and the childminder to plan well together for children's learning.
- The childminder is a good role model. She teaches children to play well together and share toys. Children behave well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment to help keep children safe. She supervises them well during play and checks sleeping children regularly to minimise accidents. The childminder knows how to identify and escalate any safeguarding concerns she may have to protect children's welfare. This includes spotting any signs that might indicate that children are being drawn into extremist views or behaviour. The childminder teaches children how to keep themselves safe. For example, she carries out regular fire drills to teach children what to do in an emergency.

What does the setting need to do to improve?

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

- develop links with all early years providers that children attend to offer them consistency in their care and education
- make more effective use of professional development and focus precisely on developing teaching to the highest level.

Setting details

Unique reference number	EY422891
Local authority	Bromley
Inspection number	10235510
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Bromley. She offers her service from 7.30am until 6pm, Monday, Thursday and Friday, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk and explained how she plans and implements the early years curriculum. Together, they carried out a joint observation and discussed the impact of the activity on the children.
- The inspector spoke with parents on the telephone and read written statements from them to gain their views on the quality of the provision.
- The inspector observed children's play and interacted with them at appropriate times.
- Relevant documents were checked during the inspection, such as the childminder's training, qualification and suitability checks.

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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