

Childminder report

Inspection date: 21 August 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 a nurturing, home-like environment where children are encouraged to explore and learn through play. This approach is reflected in the children's enthusiasm and positive behaviour as they engage with the resources that are provided. The childminder fosters a sense of belonging. This is evident in how the children naturally exhibit respectful and considerate behaviours, such as picking up items without prompting. The childminder actively seeks to enrich each child's experiences by arranging regular outings to local groups, libraries and parks, promoting their social, language and physical development. She provides stimulating learning opportunities at home. For example, she recently had an under-the-sea curiosity cube as a discussion point and planted sunflowers in the garden to help spark children's curiosity about the world around them.

The childminder allows children to lead their learning. She supports them by engaging with them and holding conversations with them. She sets high expectations for the children and establishes clear boundaries and routines, which the children follow and respond to positively. For example, even young children are quick to remember such safety rules as, 'We hold hands, look and listen before we cross the road,' demonstrating that they are learning how to keep themselves safe.

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

- The childminder actively gets to know the children and their families by using this knowledge to plan engaging activities that follow the children's interests. By using relevant documents and working closely with parents on aspects, such as toilet training, she ensures a consistent approach that supports the children's development and prepares them for future learning stages. This personalised approach allows children to benefit from a tailored learning experience that meets their individual needs and ensures that any gaps are identified and that support is put in place.
- The childminder reads lots of stories to the children and engages them in discussions about the pictures and words, which supports the development of their literacy and language skills. However, at times, she occasionally asks too many questions, which limits the children's opportunity to fully express their ideas and thoughts.
- The childminder teaches children early mathematical concepts in preparation for school. For example, she supports children to count and take one away at a time. Children also learn vocabulary such as 'more' or 'less'.
- Children develop their physical fine motor skills by completing puzzles and practising their hand-eye coordination by using toy magnetic fishing rods to catch 'fish'. These activities help prepare them for future writing activities. Additionally, they are introduced to early reading activities, providing a

foundation for their future literacy skills. However, on some occasions, these skills are not always introduced consistently.

- The childminder forms strong partnerships with the parents and shares information with them about their child's progress. She asks for information from the parents about each child's starting point to plan meaningful experiences and help the children settle quickly. Parents reported that their children have learned a lot since joining the setting. They like the focus on emotions and say that their children are much better at discussing and recognising different feelings, which is helping them to become emotionally secure. They say they would recommend the childminder to other parents.
- The childminder stays up to date with all essential training. She is proactive and regularly attends training sessions that are organised by the local authority. She is also part of a childminder hub, where she connects with and exchanges ideas with other childminders in the local area.
- Children learn to be independent and to manage their own personal care needs. For example, they learn to put on their shoes and coat, which boosts their confidence and self-esteem. They form strong bonds with the childminder. They demonstrate this by leaning on her shoulder as she reads to them and expressing their feelings for her. They behave well and respond to polite reminders, such as saying 'please' and 'thank you', which helps to develop their manners.

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 the time and space they need to use even more language and express their ideas and thoughts by using more effective teaching strategies
- be more consistent in how strategies used to support children's early reading skills are implemented to fully extend children's developing literacy skills.

Setting details

Unique reference number	EY451290
Local authority	Bromley
Inspection number	10351564
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 September 2018

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Bromley. She operates for most of the year, Monday to Thursday, all day. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Louisa Parker

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 the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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