

Childminder report

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| Inspection date | 25 April 2019 |
| Previous inspection date | 29 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder builds strong relationships with children and they interact extremely well. Children display good levels of confidence and are eager to learn and explore.
- Children benefit from a welcoming, well-organised environment. The childminder provides a wide range of enjoyable and challenging activities, based on his good knowledge of children's interests and needs.
- The childminder promotes children's mathematical skills well. For example, young children learn to count as they share stories, and they make patterns with 'gloop'. Older children learn about size and quantity as they weigh and measure ingredients during cooking activities.
- The childminder acts as a positive role model. He is courteous and shows respect. He is attentive to children's individual needs, and encourages good manners. The childminder gives regular praise and encouragement, which promotes good behaviour.
- The childminder makes good use of the local community resources. For example, he plans trips to the park and woods, and uses these opportunities to extend children's learning experiences. Children develop good physical skills and learn about nature and the environment.
- Recent changes to the way in which children's progress is checked are not fully embedded. The childminder does not routinely share assessments with parents, or identify some gaps in children's learning as quickly as possible.
- The childminder does not make the most of opportunities to work with other settings that the children attend to share information and promote a shared approach to children's learning.

What the setting needs to do to improve further

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

- ensure assessments are more regularly updated and shared with parents to support children's learning further
- strengthen relationships with other settings that children attend to promote a shared approach to their learning and development.

Inspection activities

- The inspector observed the childminder engaging in activities with children, inside and outdoors, and assessed the quality of teaching and learning.
- The inspector checked the areas of the home used for childminding, and evidence of the suitability of adults living in the household.
- The inspector sampled documentation, including policies and children's developmental records.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has completed safeguarding training, including for the 'Prevent' duty. He has a good knowledge of child protection issues and knows how to report concerns regarding a child's welfare. The childminder has thorough risk assessments in place, and he actively promotes children's awareness of how to stay safe. For example, children regularly practise fire drills to learn what to do in an emergency. Young children learn how to climb the stairs safely, and know that only adults touch the cooker. The childminder has made some improvements since the previous inspection to improve outcomes for children. For example, he extends activities to encourage problem-solving and has strengthened his storytelling to support early literacy skills.

Quality of teaching, learning and assessment is good

The childminder has well-developed partnerships with parents. He collects information when children first start, and uses this alongside his observations to help him plan activities based on their interests. Children make good progress from their starting points. The childminder supports young children's early language skills well. For example, he shares stories, sings rhymes and models language through conversations. He extends vocabulary for children and helps them to join words together. The childminder joins in play activities, and skilfully uses questions to help older children develop their thinking skills. During cooking activities, children work out what ingredients they need to bake cakes.

Personal development, behaviour and welfare are good

Children learn about the importance of healthy lifestyles and being physically active. They have daily access to the garden and use a range of resources, including climbing equipment, large blocks and balls, to develop their large motor skills. In addition, the childminder provides healthy snacks and meals. Menus are displayed for parents, and alternatives and allergens are included. Children follow good hygiene practices. They know the routine and independently wash their hands after playing in the garden and before eating food. Young children's emotional well-being is nurtured extremely well. They regularly choose to receive cuddles, and are given reassurance that meets their individual needs competently.

Outcomes for children are good

All children are confident communicators who make their wishes and needs known. They are motivated to learn and listen well to the childminder. Young children learn early mathematics as they competently count everyday objects. Children develop strong friendships with their peers, and learn to share and take turns. They are independent and make choices in their play. The childminder enables children to learn skills which equip them for future moves to nursery and school.

Setting details

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| Unique reference number | EY346756 |
| Local authority | Bromley |
| Inspection number | 10061945 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 7 |
| Total number of places | 12 |
| Number of children on roll | 17 |
| Date of previous inspection | 29 March 2016 |

The childminder registered in 2007. He lives in Bromley. He works with a co-childminder and offers care from Monday to Friday, 7.45am to 6.15pm, all year round except bank holidays and family holidays. The childminder holds an early years qualification at level 3. He receives funding to provide free early education for children aged two, three and four years.

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