

Childminder report

Inspection date: 30 October 2019

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

Children show that they feel safe and secure as they happily play and explore in the childminder's homely environment. The childminder speaks in a calm and caring manner; children listen well and respond positively. Their physical and emotional well-being are at the heart of this experienced childminder's practice. She has high expectations of what all children can achieve. The childminder plans a range of activities based on their interests and her generally good knowledge of what they need to learn next to develop their skills. The childminder is nurturing and supportive. Children demonstrate a strong sense of belonging. Babies demonstrate their emerging independence skills. For example, they begin to crawl to reach toys located away from the childminder, but regularly glance back to feel reassured, safe and secure. The childminder has established a two-way flow of information with parents about children's routines and progress. However, she does not make full use of information obtained from parents when children first start at the setting. The childminder suggests activities for parents to use at home to support children's learning further.

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

- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. The childminder ensures she keeps up to date about any changes to legislation that affect her setting. She actively accesses training that contributes to the well-being of the children in her care.
- The childminder has a good understanding of how to support children's development. She observes children to assess their development, although there are times when this monitoring is not sufficiently precise to identify less obvious gaps in children's learning.
- The childminder works well with other childminders in the local area. Together, they visit local childminding groups and libraries. Children enjoy opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop a sense of their community.
- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to count and hear mathematical language as they play, such as adding cups to build the tower taller.
- The childminder shows skill in supporting children's language development. She focuses on this in her practice and provides many opportunities for children to hear language and to learn new words, including songs and rhymes. The childminder promotes children's enjoyment of books well. Children are keen to join her for story time as well as regular trips to the library. The childminder uses this opportunity to enhance children's love of books as they share a wide

range of stories.

- Babies are keen to do things for themselves. The childminder responds to them sensitively and meets their individual care needs particularly well. They are eager to explore the environment and have lots of opportunities to be physically active to develop their strength and coordination for walking.
- Well-established relationships with parents enable the childminder to share, promote and celebrate children's achievements. However, the information gathered from parents about children when they first start is not used consistently well to plan for their learning from the outset.
- The childminder develops strong relationships with the families who use her service. For example, she regularly uses a daily communication book and regular developmental records to share children's care routines. Parents are happy with the care provided and comment on the good communication that they receive and the caring environment that is provided for their children.
- The childminder understands the importance of promoting healthy lifestyles for children. She works alongside parents to ensure that children's packed lunches are balanced and contain a good range of healthy foods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and statutory duties. The childminder knows the signs that may indicate a child is at risk of neglect or abuse. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. The childminder provides parents with information regarding her responsibilities to safeguard children and the requirement for her to report concerns. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the monitoring of children's progress, to identify any gaps in their learning and development and close them quickly
- use the information gathered from parents more precisely in planning, to support children's learning from the outset.

Setting details

Unique reference number	137127
Local authority	Bromley
Inspection number	10061901
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 1992. She lives in Penge, in the London Borough of Bromley. She provides care all day on Tuesday and Wednesday, all year round.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and inspector completed a 'learning walk' of the setting to understand how the childminder organises the curriculum.
- The inspector and childminder discussed children's learning and progress.
- The inspector observed the childminder's teaching during activities with the children.
- The inspector looked at a sample of documents, including parents' feedback, safeguarding procedures and suitability records.
- The childminder and the inspector held a meeting.

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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