

# Childminder report

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Inspection date: 5 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from the caring and welcoming environment provided by the childminder. They enjoy spending time with her and feel safe and secure in her care. The childminder gathers information about children's individual needs and interests before they start. This helps them to settle quickly. Children develop strong bonds with the childminder and their peers. Young children are confident to play independently and return for cuddles and reassurance as needed. The childminder is a good role model who is nurturing and supportive. She has high expectations for children's behaviour and has consistent and fair boundaries in place. Children behave well and use good manners. Older children express their views of their time at the childminder's. They state they enjoy attending and the childminder is kind and caring. She listens to their ideas and opinions and includes them all. Children are keen to participate in the broad range of well-planned activities. They demonstrate a positive attitude to learning and concentrate for long periods. Young children listen well as the childminder enthusiastically tells stories. They use puppets to follow the picture clues and share the resources well. On occasions, the childminder misses some opportunities to introduce mathematical language and concepts into activities and routines.

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

- Partnerships with parents are strong. Parents speak highly of the childminder and how well she supports their children's individual needs and development. The childminder provides daily feedback and uses contact diaries for the younger children. She shares ideas to extend learning at home and children borrow books to support their enjoyment of reading with their parents.
- The childminder supports young children to become strong communicators. She engages children in conversations and skilfully uses questions to encourage confidence in speaking. The childminder introduces new words and extends sentences to help increase their vocabulary. Young children enjoy sharing stories, singing songs and identifying animal sounds which help their communication skills.
- The experienced childminder provides a wide range of fun and exciting activities. The environment is well organised, which encourages children to make independent choices in their play. The childminder uses detailed observations to identify what children already know and plan their next steps. However, on occasions, these are very broad and do not always focus on exactly what the child needs to learn next.
- The childminder is proactive in teaching children about healthy lifestyles. Children have daily opportunities for fresh air and physical play. Older children walk to school. The childminder grows vegetables with the children and encourages them to try new food. The childminder provides healthy nutritious

snacks and meals and children contribute their ideas to the menus.

- The childminder works in partnership with other professionals effectively. She communicates well and shares information with other childminders, early years settings and the school that children attend. The childminder discusses children's developmental progress to help promote continuity in their care and learning.
- During routines and activities, the childminder encourages children to count and identify different colours to extend their skills. However, opportunities are missed to extend other mathematical concepts such as shape, height, weight and positional language.
- The childminder has a positive attitude to improving her service. She regularly attends training to increase her knowledge and skills further. The childminder seeks views from parents and children and values their input to help her enhance the quality of teaching and well-being of the children.
- Children develop their understanding of the natural world as they play outside. The childminder engages in their play and encourages them to look for different animals and insects that visit the garden. Children find puddles left by the rain and learn about autumn as they identify different-coloured leaves that have fallen from the trees.
- Children have opportunities to take risks and learn about keeping themselves safe. For example, they push wheeled toys down the slope in the garden and learn to be careful of others. Young children understand the need to tidy up toys to make space to play. The childminder reinforces the importance of using straps in the highchair and wearing seatbelts. Children also learn about road safety.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date and incorporates any changes into her practice and policies. She knows the signs and symptoms that may indicate a child is at risk of neglect or abuse. The childminder has procedures in place and knows the importance of sharing information with relevant professionals if she has any concerns about a child's welfare. The childminder has risk assessments in place and ensures the environment is a safe place for children to play. She ensures all members of the household have completed suitability checks. The childminder maintains her first-aid qualification and public liability insurance.

## What does the setting need to do to improve?

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

- focus on precise stages of development to ensure targets are more achievable for children

- use opportunities during play and routines to extend children's awareness of mathematical language and concepts.

## Setting details

<b>Unique reference number</b>	136621
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10128378
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	22 May 2015

## Information about this early years setting

The childminder registered in 1999. She operates from her home in Orpington, Kent. She is available each weekday from 7.30am to 6.15pm, all year round, apart from her holidays. The childminder holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Helen Craig

### Inspection activities

- The childminder showed the inspector around the areas of her home. She explained how she organises the curriculum to support children's learning and development.
- The inspector observed the quality of teaching and the interaction between the childminder and children during a planned activity.
- Discussions took place between the childminder and inspector at appropriate times during the inspection.
- The inspector read written feedback from parents and older children and took account of their views.
- The inspector sampled a selection of documentation, including children's learning journals, policies, qualifications 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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