

# Childminder report

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Inspection date: 6 January 2020

<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 build close relationships with the childminder and enjoy her company. They show they feel safe and comfortable in the welcoming and homely environment. The childminder prepares the indoor environment with stimulating activities that capture children's interests. Children enjoy the childminder's warm and positive interactions as she sits close by and expands their learning through discussions. For example, she teaches them about safety as they play in the toy kitchen.

The childminder has high expectations for every child and plans a varied curriculum for all children. Children behave well in the childminder's home, and daily routines encourage and promote their independence. The childminder works closely with parents to find out about children's individual likes, interests and care routines to help children transition to her setting. Children settle quickly and develop secure attachments with the childminder.

Children enjoy time at the local community hall where the childminder organises a wide range of activities that support their learning in all areas. They benefit from activities such as messy play, mark making, arts and crafts and music sessions. The childminder networks with other childminders in the area, giving children plenty of opportunities to meet and socialise with others. Children develop their social skills and confidence, in preparation for their future learning. Parents comment highly on the care that their children receive and the support that the childminder offers them.

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

- The childminder is experienced and continues to keep her knowledge and skills up to date. She regularly reflects on her practice and identifies areas for development. She meets with other childminders and researches new activities for children to enjoy.
- The childminder's teaching is good. She is responsive to children's individual needs. She uses her knowledge of how young children learn to provide a good range of interesting activities. Children are confident and motivated to learn. For example, the childminder engages children well as she asks them to find different toy animals and supports them to copy the animal sound.
- The childminder observes children's play and plans activities that support the next steps in their learning. She follows their interests, and this has a positive impact on children's learning. For example, the childminder supports children to find cups of the same colour in the play kitchen and count how many they have.
- There is an extensive range of resources available that the children can access and play with independently. However, children do not have opportunities to

look at books that they choose themselves spontaneously and independently, in order to promote their early literacy and a love of reading.

- The childminder has a consistent approach to managing behaviour. She provides guidance and effective strategies to promote children's positive behaviour and well-being. The childminder is a positive role model. She praises children's achievements, which successfully promotes children's confidence and encourages them to persist at their chosen activity.
- Overall, the childminder supports children's language and communication skills well. She uses questioning to encourage children to think about what they are doing. However, she does not consistently give children time to think about the questions and answer before she continues to talk.
- The childminder has developed positive partnerships with parents. She establishes an effective two-way flow of communication that helps to provide a consistency of care and learning for children. All children, including those with special educational needs and/or disabilities, make good progress.
- The childminder is aware of her responsibilities in working with her husband, who is registered as her assistant. She states that her husband helps out with preparing meals and the occasional school run.
- The childminder promotes healthy lifestyles successfully. She provides healthy snacks and home-cooked hot meals, and encourages children to follow good hygiene procedures such as washing their hands. Children have plenty of opportunities to be physically active as they play in the childminder's garden and go for regular walks to the local library, parks and playgrounds.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training and is aware of wider safeguarding issues. The childminder and her assistant have a clear safeguarding policy in place. The childminder is confident in the procedures to follow should she have any concerns about a child's welfare. She maintains a safe environment for children and carries out daily risk assessments to minimise risks.

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

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

- give children sufficient time to think of a response to questions before asking further questions
- review the organisation of the room to provide opportunities for children to access books that they can freely choose for themselves.

## Setting details

<b>Unique reference number</b>	136724
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10128379
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 June 2015

## Information about this early years setting

The childminder registered in 1982. She lives in West Wickham, in the London Borough of Bromley. Her husband is her registered assistant. The childminder holds a childcare qualification at level 4. She operates all year round, Monday to Friday from 6.30am to 7pm.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- The childminder and the inspector conducted a learning walk to view the provision and discuss how the curriculum is delivered.
- Discussions took place between the inspector and the childminder about the activities that she plans and how these activities support children's learning and development.
- The inspector looked at documentation, including evidence of the childminder's and her assistant's suitability to work with children.
- The inspector took account of parents' written feedback.
- The inspector observed the quality of teaching and the impact this has on children's learning.

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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