

# Childminder report

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Inspection date: 7 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The childminder plans a variety of activities, which cover all seven areas of learning and are based on children's interests and take into account what they already know. This enables them to extend their learning and skills further. When planning activities, the childminder carefully considers what she wants the children to learn and how best to teach them. Children develop positive attitudes to their play, and are eager to learn while playing with the childminder. For example, children happily engaged with the childminder during the building of a train track. The childminder is enthusiastic and engages well with the children. On occasion, however, she misses opportunities for children to develop their creative skills when they undertake artwork. Children enjoy lots of outdoor activities and trips with the childminder, attending different playgroups to develop more friendships. Children behave well. They willingly follow instructions and benefit from lots of praise. Older children are encouraged to develop their independence. However, the childminder does not routinely encourage younger children to do things for themselves. She exchanges information with parents about children's routines and progress, and suggests activities for home learning to support children's continuity in learning and development. The childminder uses ideas and suggestions from parents about their children's learning in future planned activities.

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

- Children learn and develop skills across a broad range of areas as a result of well-planned activities. The childminder regularly checks what children know, understand and can do. She uses this information well to decide what children need to learn next.
- The childminder has high expectations for all children, including those who speak English as an additional language. She ensures activities on offer are challenging, and she joins in with children's play. However, at times she does not always allow children to think about and design their own artwork. For example, during an activity to make a caterpillar, the childminder directed children on how the final picture should look.
- The childminder follows children's interests and supports child-led activities well. For example, the childminder supports children building towers with cotton reels, encouraging them to build each tower higher than the last.
- The childminder supports children's language acquisition well. She introduces new vocabulary during play activities and when sharing books together. Children enjoy regular story time and rhyme-time activities with the childminder. She uses these opportunities to enhance children's love of books as they read a wide range of stories together. The childminder introduces fiction and non-fiction books to support children's interest. For example, children actively join in using props during story time to re-enact the story as the childminder reads.

- The childminder is a good role model and has clear expectations for children's behaviour. Children have a positive attitude to learning, and they concentrate and show enjoyment as they play. For example, children help each other when sequencing letters as they play. Children settle quickly in the environment, building social skills and forming new friendships.
- Children are encouraged to develop healthy lifestyles, including through physical activities. Children enjoy regular trips to local parks and the local community. The childminder encourages older children to be independent. However, she does not routinely encourage younger children to develop these skills as she is too eager to help them, such as with pouring drinks, putting on their coats and washing their hands.
- Relationships with parents are strong, and based on good communication. The childminder shares ideas and suggestions for home learning to support children's continual development. Parents appreciate the two-way communication, and are happy that the childminder incorporates their suggestions for learning.
- The childminder regularly engages parents and children to help with improving her setting. She regularly reflects on her own practice and recognises gaps in her knowledge. She attends training courses to develop her skills further. As a result and overall, children benefit from high-quality care and education.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder has good, secure knowledge about how to protect children from harm and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on what her roles and responsibilities are with regards to keeping children safe. The childminder knows the procedure to follow should an allegation or complaint be made against her. She keeps her knowledge up to date. She reviews her policies and procedures regularly to ensure they are in line with current guidance. The childminder risk assesses her home robustly 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:**

- strengthen opportunities for children to develop their creativity and ideas in artwork
- make the most of opportunities for younger children to do things for themselves to fully develop their independence.

## Setting details

<b>Unique reference number</b>	EY548799
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10133691
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Bromley. The childminder operates Monday to Friday from 8am to 6pm, all year round.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- The inspector and childminder discussed children's learning and progress.
- The inspector spoke to parents and took account of their views.
- The childminder and inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector looked at a sample of documents, including safeguarding procedures and staff suitability checks.
- The inspector observed the childminder's teaching during activities with the children.

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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