

# Childminder report

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Inspection date: 23 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from the welcoming and nurturing learning environment the childminder provides. They feel safe and secure. The childminder visits children at their homes before they start. She gathers detailed information from parents about children's care and learning needs. This supports her to know the children well and to plan activities to build on their existing skills. Children develop strong attachments with the childminder and their peers. Young children enjoy cuddles and sharing stories. Children learn to recognise their names and self-register on arrival. They develop a sense of belonging. Children gain a good understanding of language and communicate their needs confidently. The childminder is highly effective in supporting children to develop their skills. She introduces new vocabulary, repeats words and phonic sounds and engages children in meaningful conversation. For example, children play with wet sand; they explore the texture and learn new words, such as 'gritty' and 'squishy', and excitedly add coloured glitter. The childminder encourages children to extend their sentences as they talk about the changes. Children follow good hygiene practices. They understand the importance of washing their hands before eating. Young children feed themselves independently and throw tissues in the bin. Although the childminder shares children's learning with parents, partnership working is not always fully effective.

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

- The childminder has a good understanding of how children develop and knows them well. She has high expectations and incorporates their interests into planned activities. This helps children build on what they need to learn next. The childminder uses observations and assessments to monitor children's learning. Children make good progress from their starting points.
- The childminder skilfully joins in as children play and successfully uses opportunities to extend their learning. She provides commentary and demonstrations and encourages children to complete tasks independently. Younger children play instruments and build with bricks. They follow instructions and learn to use technology to work the toy vacuum cleaner and toaster. Children wait patiently for the toast to pop up and copy the phrase 'ready, steady, go'. Older children help to prepare snacks and learn about food waste and different types of recycling.
- Parents state they are happy with the care and learning their children receive. The childminder regularly keeps parents updated on their children's progress and 'wow' moments. She shares next steps and ideas to continue learning at home. However, parents do not always contribute to their children's learning to support effective partnership and continuity. The childminder works effectively with other settings children attend to support continuity in learning.
- The childminder supports children to develop their mathematical language and

concepts as they play. For example, older children count, name colours as they make patterns with pegs, and print with shapes in the sand. Younger children count pebbles into pots and learn colours of different fruits. Children learn sizes and positional language as they excitedly chase, blow and pop bubbles.

- Children benefit from daily opportunities to learn about healthy lifestyles and increase their physical skills. The childminder provides healthy nutritious meals and older children contribute their ideas to the menus. Young children carefully steer and sit on toys inside and enjoy dancing to music. They regularly play outside, climb at the park and visit toddler groups. This supports their social and physical skills and teaches them about the wider community.
- The childminder strives to make improvements to her practice. She seeks views from parents and values their feedback. She reads about changes in early years and shares ideas with other childminders. The childminder has completed her mandatory training and addressed her previous recommendations. However, she has not identified further training to help increase her skills and raise the quality of teaching to a higher level.
- The childminder role models positive behaviour. She has consistent boundaries in place and gives children gentle reminders when needed. Children listen and behave well; they show respect and use good manners. They share toys and resources with their friends and happily respond to praise. Older children show affection and provide support to their younger peers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She recognises signs that may indicate a child is at risk of harm. The childminder has procedures in place and knows what to do if she has any concerns about a child's welfare. She completes checks on her home prior to children's arrival to ensure the environment is a safe place to play. She teaches children to manage risk and learn to keep themselves safe. Children practice fire evacuations so they know what to do in an emergency. The childminder ensures her first-aid qualification is kept up to date and suitability checks are completed for all adults living in the home.

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

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

- seek ways to engage parents to contribute to their children's learning to support continuity and increase outcomes even further
- embed a training programme to increase knowledge and teaching to a higher level.

## Setting details

<b>Unique reference number</b>	136585
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10061888
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 June 2016

## Information about this early years setting

The childminder registered in 1996 and lives in Beckenham, Kent, in the London Borough of Bromley. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Helen Craig

### Inspection activities

- The childminder and inspector conducted a learning walk and discussed how the curriculum is planned.
- The childminder and inspector observed and evaluated a planned activity and discussed the quality of teaching.
- The inspector read written feedback from parents and considered their views.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed some documentation, including children's records, suitability checks and qualifications.

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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