

Childminder report

Inspection date: 24 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in the warm and welcoming environment the childminder provides. They happily give cuddles to the childminder and their peers on arrival. Children have formed strong attachments and demonstrate they are emotionally secure. The childminder visits children at home before they start to ensure effective settling-in processes are in place. Children enjoy seeing their photographs and work displayed, which gives them a strong sense of belonging and raises their self-esteem. Older children recall their experiences and proudly talk about their achievements.

The childminder has high expectations for children's behaviour. She has consistent boundaries in place and teaches children the difference between right and wrong. Children behave extremely well. For example, younger children listen to instructions, share resources and take turns. Older children use good manners. They show respect as they move to let adults pass on the way to school. The childminder regularly talks to children about their feelings. She gives gentle reminders and helps them learn to negotiate. The childminder empowers children to become independent. Young children wash their hands and cut fruit at snack time. Older children master their zips and carry their own bags to school. Children help to tidy away their toys. They develop strong social skills and positive attitudes to learning.

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

- The childminder's home is well organised and resourced. She skilfully plans a range of activities to build on children's existing knowledge across the curriculum areas. The childminder uses detailed observations to monitor children's progress and establish what they need to learn next. Any gaps in learning are identified and addressed quickly. Children make good progress from their starting points, especially in their personal, social and emotional development.
- Children are motivated and eager to learn. They display a positive attitude to learning and demonstrate good concentration skills. Young children identify initial letter sounds on the way to nursery, which supports their early literacy skills. Younger children choose and independently pour paint into bowls. They develop their fine motor skills as they use different-sized brushes to be creative.
- The childminder develops very strong relationships with parents and other settings. She keeps them all updated on children's progress and shares their next steps in learning. Parents discuss their children's changing interests with the childminder and contribute to their learning journals. The childminder suggests ideas to continue children's learning at home. Parents speak very highly of the childminder and the high-quality care she provides for their children.

- The childminder places a high emphasis on children's language and communication skills. She skilfully asks questions and introduces new words to increase children's vocabulary. Young children snuggle next to the childminder as she enthusiastically shares stories. She uses picture clues to engage children in conversations and helps them to extend their sentences.
- Younger children learn about the natural environment in the woods. They explored different textures, feeling moss and wet wood. They looked for bugs in the bark, climbed and balanced on logs, collected leaves and watched the trees sway in the wind. They learned some colours and counted with the childminder. However, opportunities were missed to introduce more mathematical language and concepts to increase children's knowledge and understanding further.
- The childminder is proactive in making improvements to her service to ensure she maintains the high standard. She regularly evaluates her provision and activities and addresses any changes promptly. The childminder seeks views from parents and children and values their opinions. She keeps her training up to date and shares good practice with other childminders.
- Children have daily opportunities to enjoy fresh air and practise their physical skills. They are keen to continue playing outside after a trip to the woods. The childminder supports young children's learning as they carefully manoeuvre the ride-on cars with their feet. They learn to climb the slide and to move their bodies into a position so they can slide down safely. Children enjoy throwing and catching balls and mark making with chalk to support their early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding procedures in place. She is fully aware of her responsibility to keep children safe. The childminder has completed a range of child protection training, including the 'Prevent' duty. She can identify signs that may indicate a child is at risk of harm and knows the procedures to follow if she has any concerns about their welfare. The childminder ensures her home is safe for children to play. She uses daily checks and helps children to manage risk. For example, children learn road safety on the route to school. Younger children use knives to cut fruit and understand wet equipment needs to be dried before they use it.

What does the setting need to do to improve?

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

- use opportunities to introduce and extend mathematical language and concepts during everyday routines and activities.

Setting details

Unique reference number	136834
Local authority	Bromley
Inspection number	10136799
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 1996. She lives in the London Borough of Bromley. She provides care Monday to Friday, from 7.15am to 6.15pm, term time only. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder showed the inspector around the areas of her home used for minding and talked about how she plans the curriculum.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- Children's learning and development records were sampled, and the inspector tracked the progress of two children during the inspection.
- Parents shared their views with the inspector of their children's experiences with the childminder.
- The inspector sampled a variety of documentation, including qualifications, insurance and suitability checks for all adults in the household.

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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