

# Childminder report

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Inspection date: 18 February 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 form warm relationships with the childminder. Those who are new to her setting quickly settle into her routines. Children show that they feel secure and safe in her care and respond well to the affection, praise and encouragement that the childminder gives. Children participate in events and activities that take account of their interests and ideas. They have good opportunities to use their imaginations and act out what they know. Children show this as they apply 'make-up' to the childminder's face. They are encouraged to count and identify the colour of palettes as the childminder plays alongside them. Children's learning is extended well in fun and interesting ways. Very occasionally, younger children have less time to explore and find things out for themselves during adult-led activities. Children benefit from changes the childminder has made to her garden. They have frequent opportunities to play and learn outdoors. The childminder helps children to develop and build their vocabulary effectively. She sings to children and shares stories and rhymes. Children speak about the 'muddy puddle' walk that they look forward to. They show that they acquire good communication and language skills. Children discuss how charities may help children in other countries, and why help is needed. The childminder sometimes misses opportunities to help children understand the positive contributions other communities may make.

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

- The childminder helps children to build good communication skills. She introduces new vocabulary and talks about what children do as they play. Children have frequent opportunities to sing and share stories. They respond to instructions to play faster or more slowly with instruments, for example. This helps to develop children's listening and attention skills.
- The childminder builds trusting partnerships with parents and encourages them to share children's achievements from home. She develops a two-way flow of information to successfully support routines such as toilet training. Parents give very positive written feedback about the childminder's flexible service and caring approach.
- The childminder supports children to acquire good social skills. She uses successful strategies to help children understand and name their emotions, and shares these with parents. Children show that they understand what is expected of them, play cooperatively with younger friends and share resources. Less confident children develop increasing confidence as they practise their physical skills.
- The childminder demonstrates a commitment to training and enhances her knowledge and skills. She implements what she learns effectively. For example, children benefit from a wide range of outdoor play opportunities and use their imaginations in various ways. At times, younger children do not have the time

they need to fully explore or follow through their ideas during activities.

- The childminder uses resources that support children's understanding of how things work. For example, she models how to use technology to play songs and rhymes. Older children work out how to make robots move. Younger children push buttons to make toys light up. Children have good opportunities to develop an awareness of technology and its uses.
- The childminder uses outdoor experiences to support children's learning well. For example, children balance on logs, count numbers on steps and chalk numbers on the ground. This also helps children who learn best outdoors.
- The childminder plans activities that support children's emerging literacy skills effectively. Toddlers strengthen their small hand muscles as they fill bottles with pasta. This helps them to develop the control needed for early mark making. Older children excitedly retell familiar stories using props and visual aids.
- Children demonstrate their awareness of how to manage their health and hygiene needs. They recognise when they are thirsty. Children confidently wipe their noses, dispose of tissues and clean their hands with antibacterial gel to reduce the spread of germs.
- The childminder plans some activities for children to learn about other cultures and communities. Opportunities to develop children's awareness of the positive contribution made by different communities are less well developed.
- The childminder maintains strong partnerships. She works effectively with other practitioners and local advisors, and identifies relevant training to complete. The childminder has good links with teaching staff at other settings that children attend. This supports effective continuity of their care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to update her safeguarding knowledge. She demonstrates a secure understanding of how to help keep children safe from harm. She is alert to the potential risks posed to children, including exposure to inappropriate influence or extreme views. She knows how to respond if she has concerns about children's welfare or if an allegation is made against herself or a family member. The childminder regularly assesses risks in her home and when on visits or outings. She implements procedures for dealing with accidents and medication effectively and shares accurate records with parents.

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

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

- broaden opportunities for children to understand the positive contribution made by other cultures and communities
- give younger children more time to explore and follow their ideas.

## Setting details

<b>Unique reference number</b>	159380
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10136810
<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>	10
<b>Date of previous inspection</b>	11 July 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Beckenham, in the London Borough of Bromley. She operates her service from 7.15am to 6.30pm Monday to Friday, all year round. The childminder has a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Kareen Jacobs

### Inspection activities

- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector viewed areas of the childminder's home used by children and discussed with the childminder how she supports children's learning and development.
- The inspector looked at relevant documentation and evidence of the suitability of persons living 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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