

Childminder report

Inspection date: 21 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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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 very positive relationships with this dedicated childminder and with each other. They benefit greatly from his very calm and positive attitude. This impacts immensely on children's overall superb behaviour and their emotional well-being. For example, they show love and warmth towards each other at a very young age.

Children learn about their local community and the environment, for example when they go on trips to local toddler groups and shops. They excitedly talk to visitors about the Greenwich cable car and river taxi ride they enjoyed. During warmer weather, children help to grow fresh fruit in the childminder's garden to help promote their good health.

Children's communication and language skills are supported very well by the confident childminder, and they make good progress over time. For example, very young children communicate in many ways, such as pointing and using gestures. The childminder and older children encourage younger children to use single words to further extend their vocabulary, such as 'hello', 'cat' and 'shoe'.

Children's home languages are supported well. The childminder gains key words that children use at home when they first start attending. He skilfully encourages children to use this vocabulary as they play and learn. This helps to further promote their sense of identity and uniqueness to a high level.

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

- Overall, the childminder explains how he implements his curriculum to help promote children's learning over time. He describes what he intends children to learn next and how he will implement this through the sequenced education programme he provides. However, the childminder acknowledges this could be strengthened further.
- The childminder gains in-depth information from parents when children first start, to help promote consistency in their care and learning. For example, he finds out about allergies and signs to look out for if a child has an allergic reaction, to help keep children safe. The childminder very skilfully follows children's home routines to further promote their sense of security. For example, younger children enjoy a sleep at the same time every day. When they wake up, they hold out their arms for a hug.
- The childminder successfully works in partnership with parents for a consistent approach. For example, he regularly shares children's achievements with parents, such as toilet training. Parents speak highly of the care, children's learning and their achievements. They welcome 'excellent communication' and

appreciate the support the childminder provided during COVID-19 pandemic.

- Children enjoy listening to stories the childminder reads with enthusiasm and they show high levels of motivation. He introduces toy trains and toy animals to bring stories alive. Children listen intently to a book about a little red train. They remember key phrases, such as 'the brakes went screech'. The childminder skilfully follows children's interests during their play to help extend their learning well.
- The childminder demonstrates good teaching skills to help promote children's learning. He confidently talks to children about steam engines and asks them how an engine works. The childminder introduces new words, such as 'oxygen', to help extend children's vocabulary. The youngest children enjoy looking at books with him. They concentrate as they lift flaps, turn pages and point to pictures. This helps to further promote a love of books and early reading skills very well. All children are extremely motivated and eager to learn.
- Children are exceptionally confident in social situations. For instance, they confidentially talk to visitors and keenly select a range of quality toys, activities and books from labelled storage boxes. However, on occasion, the childminder does not always help to promote children's self-help skills to the highest level.
- Children concentrate as they keenly put together a train track with the childminder. He challenges them to find 'curved', 'circle', 'left' and 'right' track pieces to successfully join the track together. This helps to promote children's mathematical and problem-solving skills to a good level.
- Self-evaluation is of high priority. The childminder successfully accesses training to further develop his good teaching skills and ongoing development. He helps to support a local 'early years hub' to further promote partnership working with other early years professionals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses a range of safeguarding and child protection training to keep his knowledge up to date. For example, he demonstrates an understanding of wider safeguarding concerns, such as acts of terrorism and extreme views. The childminder understands his role to tackle extreme views and beliefs, and the correct reporting procedures. He has sound knowledge of the action to take to raise any concerns he may have about a child's safety and welfare, such as sharing this with Bromley Local Safeguarding Partnership. The childminder recognises the importance of completing daily safety checks around his home and garden to help keep children safe.

What does the setting need to do to improve?

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

- extend further secure understanding of what is intended for children to learn, to help them gain even more from activities
- make more effective use of opportunities to develop children's self-help skills during their everyday routines.

Setting details

Unique reference number	EY346482
Local authority	Bromley
Inspection number	10136812
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2007 and lives in Beckenham, in the London Borough of Bromley. He operates his service Monday to Friday from 8am until 6pm, during term time only. The childminder has an appropriate childcare qualification at level 3. He provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed children and the childminder taking part in a range of activities and assessed the impact this is having on children's learning and development over time. The childminder and the inspector reflected on learning experiences for children.
- A range of documents were viewed by the inspector, including public liability insurance and the childminder's paediatric first-aid qualification.
- The inspector gained the views of parents through written feedback.
- A tour of the premises was completed by the inspector and the childminder.

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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