

# Childminder report

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Inspection date: 2 March 2022

<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 arrive happily and settle quickly in the welcoming environment. They demonstrate that they feel safe and secure as the childminder greets them. Children contentedly sing songs to themselves as they play. For example, young children sing 'Baby Shark' as they find fish in the book they are looking at. Strong bonds are formed between the childminder and the children. They go to her for a cuddle and ask her questions about what she is doing. Children show kindness to each other, as the childminder supports them to develop their sharing skills. For instance, with the childminder's encouragement, children wait their turn for favourite toys. The childminder compliments children and uses praise effectively, which helps to boost their self-esteem.

The children learn from an exciting and ambitious curriculum that follows their interests to help all children to make progress in their learning. For instance, children select a book that shows different dinosaurs and eagerly name their favourites in the story. Children are excited as the childminder joins their play, which keeps younger children engaged. Children show enjoyment and become absorbed in their learning. For example, they eagerly take turns to hide and then find each other during a game of hide and seek. Children enjoy a variety of outings, including to the local woods and parks. They learn about the natural world and enjoy being physically active.

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

- The childminder understands how to build children's knowledge over time. She plans an ambitious curriculum to support children's learning across the different areas of development. She plans a range in interesting activities which meet the needs of individual children. The childminder encourages children to explore. She helps to teach children the skills they need for the next stage of their learning.
- Children develop a love of reading. They confidently share their favourite books. The childminder reads books in an engaging manner, using props to support children's language development. Children listen intently and fill in familiar phrases at key points in the story. Children talk about the different animals and use puppets as props to act out the story. The childminder talks clearly to the children as she encourages them to describe the animal puppets they have.
- The childminder is successful at promoting children's language skills. Children learn and enjoy a range of songs and stories to help extend their vocabulary. The childminder also provides a narrative for children as they play. This helps children to make good progress in their language development.
- Children behave well. The childminder sets clear boundaries for behaviour. When necessary, she reminds children to share. They listen attentively and react

promptly to her. The childminder is a positive role model and encourages children to be good role models too. Children are well mannered as they say 'please' and 'thank you' when handed resources and snacks.

- Children's physical development is progressing well. Children have daily access to fresh air and exercise. They learn to climb and balance on tree logs and manage their own risks as they do this. Children enjoy practising at developing their small muscles as they mould play dough and begin to use scissors. The childminder provides fresh, nutritious home-made meals. She helps children to understand the importance of a healthy routine.
- The childminder introduces early mathematics effectively as children play, including counting, shapes and colours and using language such as 'taller' and 'bigger than'. Children enjoy naming different shape cutters at the play dough activity. They try to make shapes from the dough and concentrate when trying different ways to use the flower cutter. However, sometimes, the childminder steps in too quickly and helps children rather than allowing them time to have a go and solve problems themselves when presented with a challenge.
- Children begin to learn about each other's cultural background through activities and books. For example, each child has contributed to a book about their families, the countries they are from and languages they speak. This helps their understanding of the diversity of the wider world.
- Partnership with parents is strong. The childminder shares information with parents regularly and keeps them informed about their children's progress.
- The childminder reflects on her practice and keeps her professional skills and knowledge up to date. She accesses training to help keep children safe and meets with other childminders to share ideas.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge and understanding of how to keep children safe. She recognises signs which indicate that a child is at risk from harm and knows who to report her concerns to. This includes when children may be at risk from radicalisation. The childminder knows what to do should an allegation be made about her or a member of her family. She supervises children well, ensuring they are always within her sight or hearing. The childminder assesses potential risks to the children when she takes them on outings and takes effective action to minimise these risks.

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

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

- support children to persevere and have a go at solving problems during challenging activities.

## Setting details

<b>Unique reference number</b>	136857
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137795
<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 at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 February 2016

## Information about this early years setting

The childminder registered in 1998. She lives in the London Borough of Bromley. She provides care Monday to Thursday, from 8am to 6pm, all year round. The childminder holds a relevant childcare qualification. She provides care for funded three- and four-year-olds.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector, as part of the learning walk, about her intentions for the children.
- The childminder and the inspector observed activities together and discussed what the intention was and the quality of teaching and learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documents on request.

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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