

# Childminder report

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Inspection date: 1 September 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the childminder's well-resourced environment keen to explore and investigate the rich curriculum. They confidently move around the childminder's home and garden, selecting toys that interest them. Children are happy and settle quickly. They form secure attachments with the childminder. The childminder knows children and supports their emotional wellbeing. She is attentive to young children's individual needs and works closely with parents. This provides good continuity of care. Children listen well. The childminder teaches children ways to keep themselves safe. For instance, young children are reminded how to control the trikes and cars as they slide down the sloped garden. Children's behaviour is good.

The childminder has high expectations for all children. She plans activities to support the next steps in children's learning. For example, she hides animals inside the foam. Young children eagerly explore the foam using all their senses. They identify different animals they find. Children learn about the giraffe having a long neck and spots. This supports their communication and language skills. In addition, children develop good hand-eye coordination. Young children join in counting with the childminder as they play. They delight in making the animals sounds, such as, 'roaring' like the lion. Children receive lots of positive praise.

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

- The ambitious childminder provides a broad curriculum which ensures children make good progress. She uses her observations and assessments of children's learning to plan the environment. Children engage in adult-led and child-led play. For instance, during adult-led play activities the childminder builds on what children already know. However, at times, the childminder does not provide all the resources that may be needed so that children's play is uninterrupted. As a result, children may not always learn what the childminder intends.
- The childminder has a clear vision for providing high-quality childcare. She supports children to value and respect their individuality. The childminder evaluates her practice and identifies that she needs to develop more opportunities for children to explore different cultures, communities and the wider world around them. This would help prepare children for school.
- Children behave well. For instance, children follow instructions and help to pack away when they have finished with activities. Young children explore a range of technological toys with different colours, shapes and sounds. They enjoy exploring cause and effect. Young children develop their early mathematical skills.
- Children have lots of opportunities to explore outdoors. They develop their physical skills and access lots of fresh air. The childminder places a strong focus

on children having first-hand experiences. She plans activities which encourage children to explore textures which are unfamiliar to them. For example, children enjoy having trips to the woods and playing in the mud. They learn about different animals and insects when they go on trips to the pet shop. They touch different textures of animals, such as snakes. Children learn how to be caring and to respect animals.

- The childminder encourages children to develop a love for reading and hearing stories. Children enjoy selecting from a range of books. They turn the pages back and forth. Young children identify different objects and learn new words. For instance, the childminder encourages children to point to the different vehicles and people as she names them. Children confidently identify 'extractor,' 'digger' and 'paramedic.' Children are building on their vocabulary.
- Partnerships with parents are good. The childminder works closely with parents before children start to support their settling-in process. The childminder shares information and updates about children's development. This helps to support children's learning at home.
- The childminder supports children to develop their resilience skills. Children concentrate well. They keep on trying until they are able to solve problems. For example, children find ways to carry water from the outdoor sink to the sand tray. Children are very proud of their efforts. The childminder encourages children to observe the changes in colour and texture of the sand. Children learn skills for future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedures she must follow if she is concerned about a child's safety or welfare. She is familiar with the 'Prevent' duty, and knows the signs to look for concerning female genital mutilation. She attends child protection training to keep her knowledge up to date. The childminder carries out fire drills with the children. She completes risk assessments, indoors and outdoors, for possible hazards. This helps children remain safe and secure.

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

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

- ensure that the intended learning of planned activities is well organised to enable children to extend their learning
- increase opportunities to enhance children's learning and understanding of equality and diversity.

## Setting details

<b>Unique reference number</b>	136627
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10219670
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	4 August 2016

## Information about this early years setting

The childminder registered in 2001. She lives in Orpington, in the London Borough of Bromley. She offers flexible childcare on Monday to Thursday, from 7.30am to 6pm, all year round. The childminder holds a relevant childcare qualification.

## Information about this inspection

### Inspector

Angela Colman

### 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 about how she plans her curriculum and how she shares children's achievements with their parents.
- The childminder and the inspector carried out a joint observation together.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector sampled a range of required documentation, including children's records and the childminder's training.

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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