

Childminder report

Inspection date: 21 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 play happily with the childminder and their friends. They enjoy spending time absorbed in books and stories. The childminder encourages children to listen to stories. She supports children to think about what is happening and what might happen next. Children learn to look for clues in the story and pictures to find out what is happening. For example, children enjoy finding out which animals are hiding in the story. The childminder asks children effective questions, which encourage them to think. Children enjoy learning to understand increasingly complex texts. Their reading skills are particularly well developed.

Children feel relaxed and confident as they explore the childminder's home. The childminder encourages children to play together and help each other. For example, children create a tower and have to work together to explore different ways of building. The childminder supports children to take turns and help one another. When children are not happy with what they have created, the childminder supports them to make changes. For example, when children have built the tower they say, 'I do not like it like that.' They knock the tower down and try again a different way. Children become increasingly resilient as they try hard. They express themselves with confidence. Children behave well.

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

- The childminder plans group activities to further children's learning. She supports children to develop a range of skills with her support. For example, children sit at the table with the childminder and learn how to use scissors. The childminder models and explains to children. She gives them extended time to practise these skills.
- The childminder supports children's mathematical development well. For example, she knows it is important for children to observe different quantities. Children learn to estimate and describe when things have 'more' or 'fewer' amounts. Children reach their developmental milestones.
- The childminder supports children's speaking and listening skills well. She teaches them new language and checks that children understand. For example, when children learn about life cycles, they learn the word 'cocoon'. They are able to ask and answer questions as they observe changes to tadpoles. Children speak with increasing confidence and fluency.
- The childminder finds out what children know and can do. She uses this information to plan challenging and focused activities. However, the childminder does not always create opportunities for children to extend their learning, without her support. However, when children choose their own activities, the childminder does not consistently support them to fully develop their skills when they are playing by themselves.

- Care practices are effective. The childminder teaches children to go to the toilet by themselves and wash their hands. Children develop a sense of responsibility and pride as they learn self-care skills. They grow in confidence as they discover their independence.
- Parents are happy with the experiences their children have at the childminder's home. They talk about the various outings that children go on. For example, parents comment that their children visit the soft-play centre and play with other children. They say that the support and advice the childminder gives them helps them to support children's development at home.
- The childminder understands how to work with external agencies to support children. She is aware that some children will need additional support with their learning. The childminder knows how to access support to further develop her own knowledge. Children with special educational needs and/or disabilities are well supported.
- The childminder knows that it is important for children to learn about differences. She talks to the children about some of the differences between themselves and others. However, she does not always plan opportunities for children to gain a full understanding of a wide range of differences. This means that children's opportunities to learn about other people are not fully developed.
- The childminder is reflective of her practice. She regularly carries out research to further develop her knowledge and skills. In particular, she finds out about what children need to learn to be ready for the next stage of their education. This helps her teaching skills to develop over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in her care. She regularly attends training to help to update her knowledge and skills. The childminder understands the signs that may give rise to concern about a child's safety. She understands how to work with her local safeguarding partners to report her concerns. The childminder regularly carries out risk assessments to ensure that children are safe. She knows what action to take in the event of an allegation being made against an adult.

What does the setting need to do to improve?

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

- develop links between children's next steps in learning and their play activities, so that all children can have access to the most ambitious learning opportunities
- build on existing good practice to give children further experiences that promote an understanding of, and respect for, people, families and communities beyond their own.

Setting details

Unique reference number	136756
Local authority	Bromley
Inspection number	10289291
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	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 November 2017

Information about this early years setting

The childminder registered in 2000. She lives in Orpington, Kent. The childminder cares for children throughout the year, from 8am to 6pm, Monday to Friday. She offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Daurge

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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