

# Childminder report

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Inspection date:

6 November 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder teaches new language to children in an inspirational way. She carefully selects new words to teach and seamlessly integrates language into children's play. Children are confident talkers. They ask and answer questions and understand new vocabulary applying it in different contexts. The childminder's challenging interactions teach children language rapidly. Children have high levels of self-esteem. They are fluent speakers who demonstrate speaking skills beyond their expected levels.

Children are highly motivated learners. The childminder corrects children in a positive way, teaching them to make mistakes in order to learn. Children experience success and failure in equal measure. They enjoy making mistakes and figuring out how to achieve success themselves. Children are highly resilient learners who develop a 'have a go' attitude from an early age.

The childminder has high expectations of the behaviour of even the youngest children. She expects them to be well-mannered. The childminder teaches the children to do things on their own. Toddlers learn to find their shoes on their own and put them on the right feet. Children feel competent. They thrive in an environment that the childminder designs to scaffold their independence. Children beam with excitement as they eagerly show visitors what they can do.

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

- The childminder has a very strong understanding of child development. She diligently completes statutory assessments on children early on. The childminder uses the results to feed into ambitious planning for all children. Children rapidly reach their milestones and exceed them.
- The childminder understands that some children need additional support with their learning. She works with a wide range of partners to implement strategies to support children. All children make rapid progress with their learning.
- The childminder creates a curriculum with strong vision, to provide children will life skills and high levels of independence. The childminder is flexible in her planning and meets the emerging needs and interests of children. As a result, children are well prepared for the next stage of their education.
- The childminder supports children's language skills by building a culture of communication in her home. Children are highly confident communicators that express their needs. The childminder teaches challenging new vocabulary. For example, as they explore fireworks together through artwork the childminder teaches the difference between 'up' and 'down'. She explains and demonstrates so that children understand the meaning of new language. Children rapidly learn new words and exceed their developmental milestones.

- The childminder knows that it is important for children to spend time outdoors. She plans opportunities for children to go on nature walks, explore the local park and attend playgroups with other children. Children run, climb and explore large equipment. They play with other children. Children understand that being physically active helps them to develop strength.
- Care practices are effective. The childminder asks for children's consent before changing nappies. She teaches children how to wash their own hands. The childminder talks to the children about hygiene practices. Children understand what germs are. They learn how to keep themselves and others safe.
- Parents are overwhelmingly positive about the childminder. They say that children are loved and well looked after. Parents report that children make exceptional progress in their independence and confidence. They say that the childminder encourages children to be inquisitive. They report that they are supported by the childminder to extend their skills and knowledge at home.
- The childminder is reflective of her practice. She creates a rich and inclusive curriculum for all children. The childminder has recently attended a Makaton course to encourage speech amongst children with a speech delay. She has also been on an awareness course to help her to understand autism. The childminders teaching practice continues to develop over time.
- The childminder creates a culture of inclusivity in her home. She plans a rich set of experiences for children to explore what makes them unique. Children learn about guide dogs and people with different disabilities. They talk regularly about their different family dynamics. Children have high levels of respect for other people.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She understands the safeguarding issues that may affect children in her care. The childminder regularly attends training to keep her knowledge and skills up to date. She conducts regular risk assessments to ensure that her home is safe for children. The childminder understands what action to take should she have concerns involving other adults. She understands her responsibility to report concerns involving other adults to her local safeguarding partners. The childminder teaches the children to keep themselves safe on outings, including crossing the road safely.

## Setting details

<b>Unique reference number</b>	159381
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10308034
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 March 2018

## Information about this early years setting

The childminder registered in 2001. She lives in Orpington, within the London Borough of Bromley. The childminder cares for children from 7am to 7pm each weekday throughout the year. She holds a relevant childcare qualification at level 3. The childminder provides free funded early education for children aged two, three and four years of age.

## Information about this inspection

**Inspector**  
Kate Daurge

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of 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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