

# Childminder report

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Inspection date: 4 January 2024

<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 have close, secure relationships with the childminder, who values each child highly. She helps children to settle well, for example by reflecting their interests in a range of activities. The childminder interacts warmly with children, using a warm tone of voice and lots of eye contact. She has high expectations of children and manages their behaviour in positive ways. For example, the childminder explains why some behaviour is not acceptable and shares ground rules with children. Children behave well. They learn to share and take turns well as they use different tools in creative activities.

The curriculum is wide and varied. Children gain good physical skills. The childminder provides daily music and movement sessions where children practise a range of large movements, such as jumping and balancing. She takes them to the local park each day. Children learn good early mathematical skills. For example, the childminder teaches children how to count the number of banana slices as they eat, and they sing number songs and rhymes. She teaches them different shape names, such as 'square' and 'circle', as they complete puzzles. The childminder ensures that children have a healthy diet.

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

- Children are developing a good understanding of the world. The childminder takes children on outings, such as a trip to the local fire station to teach them about the role of firefighters. She plants and grows vegetables in the garden to teach children how things grow.
- Children learn about difference successfully. For example, the childminder provides dual-language books and resources that reflect different ethnicities and cultures. She discusses special religious and cultural events with children, such as Diwali and Eid.
- The childminder teaches children good communication, language and literacy skills. She reads a wide range of stories and provides children with story props, such as puppets, which encourage their interest in stories. The childminder sings action songs and nursery rhymes with children to help them learn new words. At times, the childminder does not give children enough time to think and respond during interactions, for instance when she asks them questions as they play.
- The childminder supports children's creative development well. For example, children enjoy making models from play dough using different tools and materials. They create their own pictures using paint, crayons and pencils.
- Children gain good independence skills, which they demonstrate in a range of ways. They peel and slice fruit at snack times. The childminder teaches children how to put on their coats and shoes by themselves.
- Children behave in safe ways. The childminder teaches children about road

safety, and they behave safely while out on trips. Children handle tools with care and caution, for example during food preparation activities. The childminder teaches children how to use the stairs safely.

- The childminder works with parents in positive ways. She keeps parents informed of children's progress and well-being in flexible and successful ways. For instance, the childminder uses secure electronic messaging services and daily conversations to provide updates to parents. The childminder helps parents to support children's learning. Parents borrow books from the childminder to read with their children at home.
- The childminder is keen to develop her skills and knowledge. She has attended various courses, such as 'supporting children's early literacy skills', which has led to improved outcomes for children.
- Children learn about different feelings. The childminder reads books to children to teach them the names of different emotions and how children can identify them.
- The childminder evaluates her work regularly and sets goals for improvement. For instance, she plans to attend training on how to enhance children's outdoor learning experiences.
- The childminder teaches children good oral hygiene. They take part in creative activities, and the childminder teaches children how to keep their teeth and gums healthy.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- give children more time to think and respond to support their cognitive development further.

## Setting details

<b>Unique reference number</b>	EY429025
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10301095
<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>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

The childminder registered in 2011. She lives in Beckenham, in the London Borough of Bromley. The childminder provides care for children from Monday to Thursday, from 7.30am to 6pm, all year round, except for public bank holidays. She accepts funding for free early years education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Jenny Beckles

### 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 an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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