

Childminder Report

Inspection date

15 June 2015

Previous inspection date

23 September 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder organises a wide range of interesting and well-planned activities for children indoors and outdoors. This helps children make good progress in their learning.
- The childminder supports children's developing interest in books well as she reads enthusiastically with them.
- The childminder uses good-quality discussions and questioning techniques to support children's communication and language skills effectively.
- The childminder has a thorough awareness of possible child protection issues and fully understands the process to follow if she has concerns about a child in her care. This helps her to keep children safe from harm.
- Children enjoy healthy snacks and meals and take part in regular exercise, which promotes their good health.
- The childminder forms strong relationships with children and meets their individual needs and requirements effectively. Children enjoy reassurance and praise from the childminder and this nurturing relationship helps children to flourish.
- Children are very proactive in helping the childminder to keep the environment tidy. They behave well and show a good understanding of rules and boundaries.

It is not yet outstanding because:

- The childminder has not fully considered the use of numbers in the environment to help children recognise these to further enhance their mathematical knowledge.

What the setting needs to do to improve further

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

- increase opportunities for children to recognise numbers in the environment to further enhance their mathematical development.

Inspection activities

- The inspector sampled a range of documentation, including children's learning records and policies and procedures.
- The inspector had discussions with the childminder and took account of parents' views.
- The inspector checked evidence of the childminder's safeguarding knowledge.
- The inspector observed activities in the childminder's home.
- The inspector viewed the rooms used by children.

Inspector
Ann Murray

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder engages effectively with parents and involves them in their children's learning well. She regularly shares information about children's achievements and values parents' positive contributions. This helps to support children's learning at home. The childminder has a strong awareness of how to encourage and promote children's learning and development. She carefully assesses where children are in their learning and uses this information alongside their interests to plan activities that motivate and engage children. As a result, children develop skills ready for their future learning. The childminder skilfully enhances children's chosen play experiences. For example, children chose to look at books with the childminder. The childminder provided a commentary as she read to the children and encouraged them to take part in role play relating to the story. The children joined in with the repeated phrases in the books and showed good levels of engagement and concentration.

The contribution of the early years provision to the well-being of children is good

The childminder's home is welcoming and safe for children. She responds quickly and efficiently to children's individual needs and requirements. Children benefit from regular trips to toddler groups and children's centres to develop their social skills. This helps to prepare children well for the move to other early years settings, such as school. Children have plenty of opportunities to be active and engage in physical play both in the garden and on outings to parks and the woods. Children develop independence as the childminder encourages them to do things for themselves. They delight in their ability to put on their shoes independently. Children make their own choices about their play as they choose from the toys and resources. They learn to keep safe as they practise emergency evacuations and learn about road safety.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure knowledge of the learning and development requirements and understands how to safeguard children. She regularly reviews risks, which enables her to keep her home safe and secure. The childminder is highly reflective in her practice. She attends training and undertakes her own research to strengthen her knowledge. This allows her to constantly develop her setting and improve the learning outcomes for children. As a result, children are happy, enthusiastic and achieve well in their learning due to the efficient planning and provision of a range of activities. The childminder informs parents about her policies and procedures to help them understand her service. Effective partnerships with other early years settings help to promote a consistent approach to supporting and meeting children's individual needs.

Setting details

Unique reference number	EY354423
Local authority	Bexley
Inspection number	828634
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	23 September 2008
Telephone number	

The childminder registered in 2007. She lives in Belvedere, Kent. The childminder provides her service all day, including during school holidays, and also cares for older children before and after school.

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