

Childminder Report

Inspection date	21 September 2015
Previous inspection date	13 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enthusiastically access a wide range of well-maintained toys and resources. They make good progress in their learning and development as activities are engaging and are based entirely on their interests.
- Children have regular opportunities to develop their social skills and interact with other children. For example, they visit a range of playgroups where they form friendships.
- The childminder is fully aware of the processes to follow if she has concerns about a child in her care. She has a good awareness of possible child protection issues, which allows her to effectively safeguard children's welfare.
- Children behave well as the childminder teaches them from an early age about what is expected of them. They learn to respect each other and they are encouraged to take turns and care for each other.
- The childminder organises the environment effectively to allow children to explore independently and make choices about their learning. Children are happy and motivated in their play and the childminder supports their developing skills well.

It is not yet outstanding because:

- The childminder does not always extend children's learning even further, for example, by using more complex questions during play activities.
- The childminder does not always promote children's understanding of diversity, for instance, by providing resources that teach children about disabled people.

What the setting needs to do to improve further

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

- use a wide variety of questioning techniques to make the most of all opportunities to extend children's learning further
- extend children's understanding of diversity and difference especially in relation to disabled people.

Inspection activities

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

Inspector

Ann Murray

Inspection findings

Effectiveness of the leadership and management is good

The childminder is reflective about her practice and the service she provides. She attends training and effectively implements the knowledge she gains. For example, recent training about the progress checks for children aged two years has increased her understanding of how to carry out the assessment effectively. The childminder completes regular observations of children to aid her assessments, and shares this information with parents to keep them informed. She uses her assessments to support her to identify any gaps in children's learning. Safeguarding is effective. The childminder is committed to keeping children safe. She undertakes risk assessments of her home environment, and for any outings children participate in. This helps her to provide a safe environment for children.

Quality of teaching, learning and assessment is good

The childminder assesses children's progress and plans for the next steps in their development. She has a good understanding of how to support and encourage children's learning and does so effectively by providing activities children enjoy. As a result, children are motivated to join in. For example, they used play dough with enthusiasm as they pretended to make different foods. They confidently used small tools to cut the dough, helping to develop their small muscles. The childminder communicates well with parents and involves them in their children's learning. This supports parents to help their children learn at home. She also shares information about children's progress with other early years settings where appropriate, to promote consistency in children's care.

Personal development, behaviour and welfare are good

Children feel safe and secure in the childminder's care because of the strong relationships she builds with them. Children are happy and settle well in their chosen play activities. The childminder uses effective settling-in methods so she has a good understanding of children's individual needs and interests. As a result, she recognises how to engage children fully in their learning. The childminder supports children's decision-making skills well, for example, they are encouraged to choose their own activities. She ensures that she meets children's dietary needs and they confidently feed themselves at snack time. Children enjoy fresh air and regular exercise in the garden, which helps to reinforce their awareness of healthy lifestyles. The childminder also teaches children how to keep safe, for example, they participate in emergency evacuations and talk about road safety.

Outcomes for children are good

Children are well prepared for their move on to nursery and school and the childminder develops their independence skills well. Children manage their own personal hygiene and access their own drinks. They make good progress in their learning and they develop good communication and language skills.

Setting details

Unique reference number	EY429167
Local authority	Bromley
Inspection number	823484
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13 December 2011
Telephone number	

The childminder registered in 2011. She lives in Orpington, in the London Borough of Bromley. The childminder has an appropriate childcare qualification. She operates for four days each week, for most of the year, including during school holidays.

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