

# Childminder Report

**Inspection date**

23 September 2015

Previous inspection date

31 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder works well with parents and involves them in tracking children's progress. This means parents are able to share information about children's learning from home to best support their progress.
- The childminder has developed her setting since the last inspection. She has created an interesting outside play area for children to explore and investigate.
- The childminder has warm and caring relationships with children. They go to her for spontaneous cuddles and look to her to share their successes.
- The childminder has a well-organised and inviting setting. There is a wide selection of toys and resources for children to independently choose from.

### It is not yet outstanding because:

- The childminder has not fully developed her relationships with other settings that children attend, to include regular information about children's learning and development, to promote continuity.

## What the setting needs to do to improve further

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

- strengthen relationships with other settings that children attend and exchange information to promote continuity and support children's learning further.

### Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector observed the quality of teaching and learning.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector looked at children's development records, policies and procedures and self-evaluation records.
- The inspector read written references from parents.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role to safeguard children and knows where to seek further information if she had concerns about a child's welfare. The childminder reflects on her practice. She seeks the views of parents and builds good relationships with them. She identifies strengths and areas of development within her practice. She networks with other childminders to share ideas, which she puts into practice to improve play experiences for children. This also helps her maintain good quality within her practice generally. The childminder uses a range of policies and procedures to support her setting. She shares these with parents and keeps them up to date with any changes or developments. Parents comment that the childminder's communication is effective.

### Quality of teaching, learning and assessment is good

The childminder understands how to support children's learning and development. She builds on their interest and previous experiences to help support their engagement. The childminder supports children's mathematical development through routine times during the day. For example, she helps young children count as they walk up the stairs. Children are motivated to join in with different play experiences. The childminder gives them good opportunities to develop their social skills. For example, she takes them to local toddler groups to help them gain confidence and to understand others better. This helps children be prepared for their move to nursery or school. The childminder supports children to explore their own ideas. For example, young children use pencils to make marks and create a picture.

### Personal development, behaviour and welfare are good

Children enjoy their time with the childminder and each other. They receive consistent positive support to help them behave well. The childminder helps young children to think about others. She role models to show them how to involve each other in games. For example, she encourages them to roll the ball to each other during play. This helps children to feel included and valued. The childminder helps children learn about their own safety. For example, they practise emergency fire evacuation and the childminder teaches them about how to use these skills outside of her setting. Children learn about the needs of others. The childminder talks to them about the different abilities of all people and how we can help each other achieve. The childminder follows the same care routines that children have at home to help support children's well-being fully.

### Outcomes for children are good

All children make good progress in their learning and development. Children are developing an understanding of healthy lifestyles. The childminder takes them outside daily for fresh air and to support their physical development.

## Setting details

<b>Unique reference number</b>	136999
<b>Local authority</b>	Bromley
<b>Inspection number</b>	841206
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	31 January 2012
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Orpington, in the London Borough of Bromley. The provision operates all year round from 7.30am to 6.30pm, except bank holidays and family holidays.

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