

Childminder Report

Inspection date

4 November 2015

Previous inspection date

17 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 completes accurate and regular assessments of all children's learning and development. She obtains information about new children's starting points, which helps her plan for their progress from the beginning. Children make good progress and any gaps in their learning are quickly addressed.
- The childminder promotes children's good health and well-being effectively. Children learn good hygiene procedures, and they have daily opportunities for fresh air and exercise.
- The childminder provides a safe and welcoming environment. Children settle quickly, and they are confident and keen to learn.
- Partnerships with parents and professionals are strong. Good quality information is shared with all those involved in children's care and development. This helps to provide continuity for children and promotes their ongoing progress.
- The childminder regularly reflects on her practice and completes research and training to help develop her practice. She sets targets for improvement and considers the views of parents and children to provide a good standard of care and learning.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to promote children's independence skills, for example, during snack time routines.
- Occasionally, children are not always fully engaged in activities to help extend their play and learning further.

What the setting needs to do to improve further

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

- strengthen the use of routines to promote children's independence skills further
- take all possible steps to fully engage children in their play and learning.

Inspection activities

- The inspector observed the interaction between the childminder, assistant and children during activities.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies and procedures, suitability checks and children's records.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector spoke to parents and looked at written testimonials to take account of their views.

Inspector

Lisa Paisley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and assistant know the procedures to follow in the event of a concern about a child's welfare. The childminder keeps up to date with safeguarding practice and attends relevant training to keep her knowledge current. She works effectively with her assistant and continually supports them to improve their knowledge and skills. For example, the childminder shares information and encourages them to complete relevant training. The childminder looks at ways to support children's learning. For example, she has recently introduced a self-register system for children, which helps promote their early reading skills and understanding of routines.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder and assistant support children's early language skills well. For example, they talk to children while they play and ask relevant questions that children understand. Younger children interact well in conversations, such as about what they find when they explore. Children listen well to stories and enjoy looking at books. They have fun and take part in a good range of activities, such as music and movement, water play, construction and role play. Children learn about their local community, and develop their physical and social skills well. For instance, they regularly attend local social groups and visit the park. The childminder promotes children's mathematics and literacy skills effectively, such as through activities and routines. For example, children count during number rhymes, complete puzzles and use a range of drawing materials.

Personal development, behaviour and welfare are good

Children are confident and happy in the childminder's care. The childminder sensitively cares for babies and responds well to their needs. The childminder works closely with parents to ensure consistency in children's routines. The childminder and assistant are positive role models to children. Children behave well and learn about respecting others, and the childminder helps them learn about people's differences. For example, children visit the local mosque and they try a range of cultural foods. Children learn how to stay safe. For example, the childminder supervises children when they use large play equipment and children know to tidy away toys to maintain a safe environment.

Outcomes for children are good

Children make good progress and develop skills ready for the next stage in their learning and for school. The childminder regularly assesses children's progress to accurately identify and plan for their learning needs.

Setting details

Unique reference number	EY375209
Local authority	Bexley
Inspection number	822265
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	17 March 2009
Telephone number	

The childminder registered in 2008 and lives in the Welling area of Kent. She provides her service all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and she receives funding for free early years education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

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