

Childminder Report

Inspection date

5 January 2016

Previous inspection date

8 February 2010

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

- The childminder has a secure understanding of the safeguarding requirements, and attends regular training to keep her knowledge up to date.
- The childminder provides a warm and welcoming learning environment. For example, she provides a good range of resources and learning experiences that engage children, and also encourages children to respect each other.
- The childminder has good relationships with parents and other providers. This shared approach helps her promote continuity in children's care and learning.
- Children are making good progress from their starting points. The childminder effectively monitors children's progress to identify gaps in their learning and to support them to close the learning gaps.
- The childminder effectively reflects on her practice, and gains the views of children and parents, to help her drive improvements to the provision and the care and learning experiences available.
- The childminder prepares children well emotionally and socially for their future learning, including starting nursery or school.

It is not yet outstanding because:

- There are fewer opportunities for children to develop their awareness that print carries meaning, to help them build on their early-reading skills.
- The childminder does not make the most of all opportunities to count with children to strengthen their understanding of numbers.

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 develop their letter recognition and early-reading skills
- strengthen opportunities for children to understand and recognise numbers.

Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documentation, including children's records, policies and procedures.
- The inspector spoke with a parent.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

The childminder is passionate about the welfare of children. She thoroughly risk assesses children's surroundings to ensure they are safe. Safeguarding is effective. The childminder can easily recognise if a child is at risk of significant harm, and knows where to refer her concerns to. Partnerships with parents are very good. The childminder closely works with them to support children's care and learning, and parents speak highly of her. She monitors and evaluates what is working well and how best to improve and bridge any gaps in learning to improve outcomes for children. The childminder is keen to attend training and identifies what will help her improve her practice, for example, how to make better use of her observations to improve her planning.

Quality of teaching, learning and assessment is good

The childminder makes good use of age-appropriate resources to support children's learning. Children are confident learners. For example, very young children enjoy exploring toys and finding out how things work. The childminder effectively develops children's language and communication skills. For example, as they play the childminder talks to children, asks questions and provides simple instructions for them to listen to and follow. Children of all ages develop a great love of books and the childminder shares many stories with them. She provides exciting resources, such as puppets, alongside books to enhance children's interest and enjoyment. She effectively observes and assesses children's development to inform future learning experiences.

Personal development, behaviour and welfare are good

The childminder provides children with a safe and welcoming environment. Children are confident and move around independently, choosing the toys they want to play with. Children have opportunities throughout their routines to learn about sharing, taking turns and helping to tidy away resources. The childminder acts as a good role model to the children and has a calm and positive manner. This helps her sensitively support their understanding of being kind to each other. Diversity is celebrated through discussions and activities. The childminder uses these opportunities to help promote children's sense of belonging and help them to understand about similarities and differences. Children in her care show a growing sense of independence. For example, younger children enjoy feeding themselves. Children are encouraged to adopt a healthy lifestyle. For example, they eat healthily and enjoy physical activity, including trips to playgroups.

Outcomes for children are good

Children make good progress from their starting points. They are developing essential skills for their next stage of learning.

Setting details

Unique reference number	137127
Local authority	Bromley
Inspection number	841210
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	8 February 2010
Telephone number	

The childminder registered in 1992. She lives in Penge, in the London Borough of Bromley. She provides care all day, Monday to Thursday, all year round.

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