

# Childminder Report

**Inspection date**

5 January 2016

Previous inspection date

2 December 2011

<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 provides a warm and homely environment. She builds secure attachments with children. They feel happy and confident in her care, and develop good levels of self-esteem.
- The childminder is well organised and committed to developing her practice, such as through accessing relevant training. This has a positive outcome on children's learning.
- The childminder talks to parents daily about children's needs, helping her to support children's emotional well-being well.
- The childminder provides a good range of resources and activities that help children learn about their community and the wider society.
- The childminder has good knowledge of how children learn and has high expectations for their development. Children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- The childminder misses some opportunities to extend children's understanding that print carries meaning, to promote further their early literacy skills.
- Although the childminder is sensitive to meeting children's individual needs, occasionally, she does not make full use of all opportunities to encourage children to make choices, to help develop their thinking skills further.

## What the setting needs to do to improve further

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

- extend children's understanding that print carries meaning, to promote further their early literacy skills
- encourage children to make more choices during their play, to promote further their thinking skills.

### Inspection activities

- The inspector carried out a joint observation with the childminder.
- The inspector looked at a sample of documentation, including children's records, a selection of policies and procedures, suitability checks and written feedback from parents.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector observed the childminder and children interacting together.
- The inspector viewed all areas of the home used for childminding.

### Inspector

Angela Sharp

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her provision, regularly reviewing her policies and procedures to ensure they reflect current regulations and best practice. Safeguarding is effective. The childminder has a good understanding of child protection and of the procedures to follow should she have any concerns about a child's welfare. The childminder undertakes effective risk assessments to help children explore and play safely in her home, garden and on outings. The childminder is knowledgeable and experienced; she provides a wide range of interesting activities that promote children's learning. For example, children enjoyed exploring play dough, developing their small muscle skills as they used tools to mould and shape the dough.

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

The quality of teaching is consistently good. The childminder plans challenging activities and experiences to promote children's learning. She assesses and checks children's learning to ensure there are no gaps in their development. The childminder supports children's early language skills well. For example, she listens to children and models correct language to extend their vocabulary. She talks at appropriate times during children's play, asking useful questions and giving children time to respond. Children listen well to stories and enjoy looking at books; however, the childminder misses some opportunities to help children learn that print carries meaning to extend their early literacy skills. The childminder promotes children's self-esteem well, for example, she clapped to celebrate their achievement when children successfully identified the colours of play dough.

### Personal development, behaviour and welfare are good

Children behave well. They enjoy positive interactions with the childminder and confidently approach her for comfort. Children quickly learn simple good practices that help to keep them healthy and safe. For example, they follow routines for washing their hands before they eat, and take part in regular fire drills to help them learn what to do in an emergency. The childminder has a good knowledge of children's individual needs, likes, dislikes and interests and includes these in her planning. This helps to develop children's sense of belonging and encourages them to learn. The childminder supports children's awareness of a healthy lifestyle well. For example, she provides a good range of nutritious and healthy meals, encourages children to eat healthy snacks and frequently takes children outside in the fresh air.

### Outcomes for children are good

Children make good progress from their starting points. They are well prepared for their next stage in learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY356913
<b>Local authority</b>	Bromley
<b>Inspection number</b>	828674
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 December 2011
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Beckenham, Kent. The childminder operates her service from Monday to Friday, 7.30am to 6.30pm, for most of the year. The childminder holds a relevant early years qualification at level 3.

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