

Childminder Report

Inspection date	12 January 2016
Previous inspection date	18 January 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 are confident communicators and make good progress in their learning. The childminder engages children in discussions, poses questions and listens with interest to what children have to say.
- Children develop a strong bond with the childminder and build good friendships. They settle well and feel safe and secure in the childminder's care.
- Children are confident and independent. The childminder offers children lots of praise and encouragement and supports them sensitively as they play.
- The childminder is committed to making improvements for children. For example, she seeks feedback from parents to help her identify areas for improvement and increases her skills through training to help her improve her practice.
- Parents receive detailed information about children's progress and development. Information they share about children's starting points helps the childminder to plan well for children's progress from the start.

It is not yet outstanding because:

- The childminder does not always seek enough information from other early years settings that children attend, to promote greater consistency when planning for their future learning needs.
- The childminder does not always provide a wider range of learning experiences during outdoor play to fully promote all seven areas of children's learning and development, particularly for those who prefer to learn outdoors.

What the setting needs to do to improve further

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

- extend links with other settings that children attend to promote consistency in supporting children's learning and development
- extend the range of activities provided outdoors for children who prefer to learn in a particular way.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

The childminder constantly reflects on her provision to help identify and make improvements. She seeks feedback from parents and children to help her make changes that have a positive impact on her practice. She monitors children's progress effectively to help her plan well for the next steps in their learning. Safeguarding is effective. The childminder has a confident understanding of possible indicators that may mean a child is at risk of harm. She knows what action to take and where to seek advice to help keep children safe. The childminder gains detailed information from parents so she has a good understanding of what makes each child unique. She frequently exchanges information with parents about the progress children make, involving them well in children's learning.

Quality of teaching, learning and assessment is good

Children make good progress in their learning and development. They are keen to learn and curious about how things work. The childminder challenges children effectively to increase their language and mathematical skills. For example, as they build towers with the bricks, she asks them questions and allows children time to work things out. They sort by colours, count the number of bricks they need and consider how to make their towers stronger as they get taller. The childminder uses her good knowledge of children's interests and learning needs to extend their skills further. For example, she provides them with tools to make patterns so that they can create their own train tracks for their game.

Personal development, behaviour and welfare are good

The childminder's home is welcoming to children. Children are increasingly independent as they organise their own play. Children look to the childminder for comfort and reassurance when they need it. She follows their familiar home routines, such as sleeping times, helping children to feel secure. The childminder values the unique needs of each child. For example, she sometimes uses children's home languages as well as English. Children develop a respectful awareness of diversity. For example, they learn about festivals celebrated around the world. The childminder encourages children to share and take turns, and she supervises them well as they play. She teaches them how to stay safe, helping them to become increasingly independent. Children develop good physical skills through well-planned play opportunities. They learn about keeping healthy through daily routines, such as washing their hands before they eat.

Outcomes for children are good

Children make good progress. They are keen to learn and confident to tackle challenges as they play. This prepares them well for the next stage in their learning.

Setting details

Unique reference number	EY393139
Local authority	Greenwich
Inspection number	830485
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	18 January 2011
Telephone number	

The childminder registered in 2009. She lives in the London Borough of Greenwich. She provides care for children from Monday to Friday, all year around.

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