

# Childminder Report

**Inspection date**

28 January 2016

Previous inspection date

17 May 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 quality of teaching is good. The childminder knows children very well. She takes account of their interests and next steps in learning when planning activities. Children make good progress from their starting points and develop skills that prepare them for the next stage in their learning.
- Children develop a strong bond with the childminder. They settle well, feel safe and secure in her care.
- Children behave very well. The childminder is a good role model to children. For example, she shows them how to share, take turns and listen to others.
- The childminder has established good partnerships with parents. She involves them in their children's learning and shares ideas about how to promote learning at home.
- The childminder evaluates her practice regularly. She considers the views of children and parents to help her make well-targeted improvements.

### It is not yet outstanding because:

- The childminder misses some opportunities to support children's understanding of the benefits of healthy eating.
- The childminder does not always share information about children's learning with other settings they also attend, 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:

- increase children's understanding of the benefits of healthy eating
- strengthen partnerships working with other settings to promote a shared approach to supporting children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed relevant documents, including children's records, the childminder's self-evaluation and evidence of suitability for all adults living in the home.
- The inspector took account of written feedback provided by parents.

### Inspector

Nicola Chambers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to promote children's safety and well-being. She knows what to do if she has concerns about their welfare. The childminder implements effective policies and procedures and shares these with parents. For example, she completes thorough risk assessments of her home, garden and outings to promote children's safety at all times. The childminder has a good understanding of how children learn. She effectively evaluates her observations of children's achievements and monitors their progress to plan activities that support their individual learning needs. The childminder completes training and makes links with other professionals to develop and keep her knowledge and skills updated. For example, through training, she has increased her knowledge of how to use children's individual styles of learning to support their learning and development.

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

Children make independent choices in their play. For example, children explored different vehicles with a strong interest, and used their imaginations well as they played. The childminder extends children's learning well. For example, she encouraged children to recognise different emergency vehicles and people who help us. The childminder promotes children's communication and language effectively. For example, she models language well, asks questions and encourages children to think for themselves. Children have good opportunities to learn about different cultures and the wider world. For example, they take part in a wide range of celebrations and festivals. Children learn about people and communities beyond their immediate experiences, such as through resources that reflect diversity.

### Personal development, behaviour and welfare are good

The childminder gathers detailed information from parents about their children when they start. She promotes children's personal, social and emotional development well. For example, she supports them to be confident, independent and help others. Children have good opportunities to develop their social skills to support them when they move on to nursery and school. For example, they attend local groups where they learn to socialise with other children. Children benefit from regular opportunities to be outdoors and physically active. For example, they visit a wide range of outdoor spaces and use the childminder's garden.

### Outcomes for children are good

Children make good progress in their learning, and are well prepared for their next stage in learning, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY332291
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	834707
<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>	3 - 4
<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>	17 May 2011
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Greenwich in the London Borough of Greenwich. The childminder provides her service for most of the year, from Monday to Friday, and offers overnight care. She holds a relevant qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

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