

# Childminder Report

**Inspection date**

4 February 2016

Previous inspection date

1 November 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 makes good use of her observations and assessments of children to plan further challenging activities that meet their needs. She carefully monitors her assessment, teaching and planning to help ensure all children are achieving.
- The childminder interacts well with children, and promotes and extends their learning successfully. Children make good progress.
- Children form strong emotional bonds with the childminder. Babies show they feel settled and content, for example, when they snuggle up to her after a sleep.
- The childminder, parents and other early years settings work effectively together to meet children's care and learning needs. Children benefit from the childminder's consistent care and support.
- The childminder is very reflective and constantly reviews her practice. For example, she carefully and thoughtfully reviews the organisation of the environment to make sure it continues to meet children's needs.

### It is not yet outstanding because:

- The organisation of some resources makes it slightly more difficult for children to choose what they want to do and what they want to play with.
- Very young children do not consistently have access to a wide range of materials and resources to help develop their sensory experiences in different ways.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to make choices and initiate their play independently
- increase opportunities for young children to develop their sensory experiences when exploring and investigating.

### Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector discussed childcare practices with the childminder.
- The inspector reviewed the childminder's self-evaluation form.
- The inspector took account of the views of parents from written feedback.

### Inspector

Alison Weaver

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of safeguarding procedures updated, for example, by attending training. She has a good understanding of the correct procedures to follow if she has a child protection concern. The childminder competently identifies and minimises risks to children. She creates a child-friendly environment where children move around safely and independently. The childminder continues to improve her knowledge and skills, for example, through research and gaining ideas from other childminders. The childminder focuses well on identifying areas for improvement that benefit children, such as creating an outdoor water-pouring activity for them to experiment with. She makes significant changes that improve children's experiences.

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

The childminder quickly finds out children's interests and skills. She provides a wide variety of interesting activities and toys that engage children. Children are keen learners who enjoy exploring the world around them. Very young children develop strong physical skills, for example, as they learn to crawl towards a toy. Children show curiosity and have fun with the childminder. The childminder helps children develop good communication skills. For example, she responds well to young children when they babble and make their needs known. Young children repeatedly investigate things, such as toys with moving parts. They find out how they can make sounds, for example, when they drag their fingers across a mirror.

### Personal development, behaviour and welfare are good

The childminder promotes children's health and well-being successfully. Children benefit from playing in a clean environment. The childminder teaches children good hygiene practices, such as hand-washing. She promotes children's independence, for instance, by giving them opportunities to try things for themselves. Very young children show a strong sense of safety and security, for example, when they leave the childminder's side to explore. They increase their confidence around other adults and children. The childminder is kind, caring and encouraging. Young children form good relationships with her. The childminder teaches children good social skills, such as respecting others and valuing differences.

### Outcomes for children are good

Children make good progress in their learning and development. They enjoy learning new skills that help prepare them for pre-school and school.

## Setting details

<b>Unique reference number</b>	402576
<b>Local authority</b>	Bromley
<b>Inspection number</b>	842139
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 November 2011
<b>Telephone number</b>	

The childminder registered in 2001. She has a childcare qualification at level 3. The childminder lives in Orpington, Kent. She offers care all day from Monday to Friday, all year round.

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