

Childminder Report

Inspection date

3 March 2016

Previous inspection date

27 September 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 engage well and are comfortable and happy as they play with the childminder. She praises the children's achievements. They develop high self-esteem and make good progress.
- The childminder works closely with parents. She supports children to settle quickly and helps them feel safe and secure in her care. She exchanges important information with parents and keeps them informed of children's learning and development.
- Children play in a warm and calm environment where they learn through activities and experiences that they clearly enjoy.
- The childminder promotes children's safety well. She uses a good range of risk assessments to help her keep children safe in all areas of her home and on all outings.
- The childminder is keen to continue her professional development. Her regular attendance at training and her close work with other childminders helps her to extend her knowledge to support good outcomes for children.

It is not yet outstanding because:

- The childminder does not always make the most of the environment to develop children's learning; for example, the range and use of equipment outdoors.
- The childminder has not fully developed her partnerships with other settings to best support consistency in children's learning.

What the setting needs to do to improve further

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

- build upon the systems to consistently share information about children's learning and development with other settings
- develop the environment to enable all children to use a wider range of equipment, to enhance their learning experiences, particularly outdoors.

Inspection activities

- The inspector looked at the areas of the home used by children.
- The inspector observed the childminder playing with the children during a range of activities.
- The inspector discussed activities with the childminder.
- The inspector reviewed the childminder's policies, looked at children's records and checked evidence of the childminder's qualifications and suitability.
- The inspector took account of the views of parents expressed in written responses.

Inspector

Judith Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures she has the most recent information to help her keep children safe and protect them from harm. The childminder shows a clear understanding of how activities link to the different areas of learning. She monitors and evaluates children's development and accurately identifies any areas where children may need more help. The childminder keeps up to date with all statutory training and regularly attends training and workshops.

Quality of teaching, learning and assessment is good

The childminder has a sound understanding of how young children learn. She provides a good range of toys and resources from which children can choose. For example, children played with the train and play village. The childminder encouraged them to choose cars, trains, play people and animals to spark their curiosity. They operated simple technology with skill and delighted in the songs that played when they pressed the different buttons on the music toy. The childminder invited children for a story and they sat on the settee, telling the story together.

Personal development, behaviour and welfare are good

The childminder is very caring and helps children to build good confidence and independence. Children learn how to keep themselves safe, learning road safety on regular outings. Children are confident and clearly know the routines well, enjoying helping to tidy up after activities. The childminder teaches children about healthy lifestyles, for example, through well-balanced meals and outdoor play in the fresh air. Children are helped to learn about diversity in the wider community through activities, resources and books.

Outcomes for children are good

Children are encouraged to be active learners and to follow their own ideas. They learn good language skills. At the inspection, they identified animals with the childminder's help and enjoyed making the animal sounds. Children counted the pieces of equipment and named the colours with confidence. They develop good physical skills during daily opportunities for walks to and from school. Children make good progress from their starting points. They are busy, active learners who are gaining the skills they need for future learning and for school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 401730 |
| Local authority | Greenwich |
| Inspection number | 842134 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 27 September 2011 |
| Telephone number | |

The childminder registered in 2000. She lives in Blackheath in London Borough of Greenwich. The childminder works each weekday from 7.30am until 6pm, all year round, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

