

Childminder Report

Inspection date

3 March 2016

Previous inspection date

19 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have a good variety of opportunities to support their mathematical development. This helps them to develop skills for their future learning.
- The childminder reviews and evaluates her learning environments on a daily basis. This helps maintain the good outcomes for children's care and learning.
- There are excellent relationships between children and the childminder. She meets children's individual needs exceptionally well and they demonstrate an extremely high level of self-worth and self-esteem.
- Parents are positively involved and well-informed about their children's achievements and development. For example, they share observations of their learning at home. This helps the childminder provide children with a consistency of care to support them to make good progress.
- The childminder is an exemplary role model. The children are extremely polite and behave exceptionally well. Children develop excellent social skills for their future.
- Children are constantly encouraged to challenge their own abilities. This helps motivate and interest children in learning.

It is not yet outstanding because:

- The childminder misses opportunities to encourage children to explore and investigate the natural world further.
- The childminder does not fully extend children's understanding of technology.

What the setting needs to do to improve further

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

- improve the range of opportunities for children to explore and investigate the natural world around them further
- extend the range of opportunities for children to develop their technology skills further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder.
- The inspector took account of the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder attends regular training to keep up to date with new ideas and continues to make positive changes to her practice. For example, she is currently studying for a higher early years qualification to extend her knowledge further. Planning and tracking of children's progress is accurate. She monitors their development well and promptly highlights any learning gaps. This helps ensure that they constantly move forward. The childminder knows what safeguarding procedures to follow and who to contact if she has concerns about the safety or welfare of children. Children learn how to keep themselves safe in an emergency. For example, they role play calling the emergency services and practise evacuations of the childminder's home. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder plans effective learning experiences that engage and motivate children. She extends children's interests and choices well. For example, she uses their enjoyment of construction and dressing up to encourage them to challenge their thinking and use their imagination. The childminder effectively supports children's learning and provides positive, consistent care. For example, she routinely shares her planning and activities, such as rhymes, with other early years settings and schools. The childminder prepares children well for the move to school. For example, they visit schools with Jack the teddy bear, who 'helps' encourage children to feel confident and also develop their communication skills.

Personal development, behaviour and welfare are outstanding

Children learn to be exceptionally patient and take turns with an excellent level of understanding and maturity. Children develop extremely good listening and speaking skills. For example, they engage in highly positive discussions and are given time to think and respond to inspirational questioning. Children develop excellent physical well-being and understand their own needs extremely well. For example, they have free access to water and fruit throughout the day and take rests when they need them. Children have excellent opportunities to develop their physical abilities. For example, children are highly confident as they safely climb trees at the woods and use the more challenging play equipment in adventure playgrounds. Children have extremely good opportunities to understand how to appreciate others and respect people's differences within society.

Outcomes for children are good

All children make good progress, including those learning English as an additional language. Young children begin to recognise letters and familiar words in the environment. They enjoy practising their early writing skills, for example using large sheets of drawing paper and chalks. Children are well-prepared to manage the move to school.

Setting details

Unique reference number	401674
Local authority	Greenwich
Inspection number	842130
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	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19 October 2011
Telephone number	

The childminder registered in 2001. She lives in the London Borough of Greenwich. The childminder holds an appropriate level 3 early years qualification. She cares for children Monday to Friday, from 8am to 6pm, all year round.

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