

Childminder Report

Inspection date

16 March 2016

Previous inspection date

6 April 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder encourages extensive input from parents. This help support children to make outstanding progress through a high consistency of care and learning. For example, the childminder carries out home visits to discuss children's development.
- Children are exceptionally polite and their behaviour is exemplary. The childminder role models the positive attributes extremely well. For example, children compromise, share and take turns with a high level of maturity.
- There are inspirational opportunities for children to develop exceptional communication and speaking skills. For example, she engages children in high-quality conversations, such as asking them to share their views on activities.
- Children have an extensive range of extremely engaging and motivational learning experiences. This helps all children to make outstanding progress. For example, children access unique creative activities, such as making home-made sand.
- There is a vast variety of opportunities for children to develop excellent mathematical skills. For example, they follow recipes and consider quantities. They develop extremely good skills to support their future learning.
- The childminder is exceptionally dedicated to making extremely positive changes to her current practice. She attends specific training to support the children. For example, she uses the different ways children learn to support individual planning.

What the setting needs to do to improve further

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

- strengthen the already excellent opportunities for children to explore their senses during their play and learning activities.

Inspection activities

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

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder is extremely well qualified and experienced. She continuously reflects on her practice. For example, she plans to extend the already excellent opportunities to develop children's sensory play. The childminder maintains excellent links with other childminders. For example, she attends regular groups to network and share ideas. The childminder maintains close links with teachers and supports children through an extremely good consistency of learning. For example, children engage in letter-sound sessions similar to the school. The childminder has an extensive knowledge of how to protect children's welfare and knows who to contact if she has concerns. Children are fully involved in managing risk and develop exceptional knowledge of how to keep themselves and others safe. For example, they take turns to have responsibility to lead others across the road safely. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

The childminder uses her excellent knowledge of children's development to support her inspirational planning. She fully includes children in planning. For example, she incorporates their current interests of dinosaurs into play as they make a prehistoric land. The childminder tracks and monitors children's progress exceptionally well and promptly highlights any gaps to support them to close. The childminder extends children's learning exceptionally well. For example, during outdoor play, children further explore shapes as they make shadow puppets in the sun and children make snow scenes to extend interest in their favourite film. Children access an extensive range of creative materials to build upon their imagination. For example, they paint using freezer bags and explore different ways to make marks.

Personal development, behaviour and welfare are outstanding

Children have an exceptional level of well-being and self-esteem. The childminder has extremely good relationships with the children, supporting them to feel that they belong. They develop excellent physical well-being and have exceptional opportunities to develop their physical abilities. For example, they help prepare organic foods delivered and participate in challenging physical activities, such as visits to adventure parks and negotiating climbing walls. Children show inspirational understanding of others within the community. For example, they bake bread from around the world, and participate in regular fundraising to raise awareness for others less fortunate than themselves.

Outcomes for children are outstanding

Children have an excellent understanding of early reading and writing. For example, children engage in role play and extend learning as they write their own signs and recipes. This helps prepare them extremely well for the move to school.

Setting details

Unique reference number	EY345144
Local authority	Greenwich
Inspection number	827545
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	6 April 2011
Telephone number	

The childminder registered in 2007. She lives in Eltham, in the London Borough of Greenwich. The childminder cares for children Monday to Friday, from 8am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a Bachelor of Arts Honours degree in Early Years.

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