

# Childminder Report

**Inspection date**

12 April 2016

Previous inspection date

1 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 has strong relationships with parents to support children's care and learning. They share regular information about children's progress, and children receive good continuity of care and education.
- The childminder supports children's individual learning needs well. For example, she is careful to ensure that each of their interests is met and they are suitably challenged to gain new skills. All children make good progress.
- Children form secure emotional attachments with the childminder. They are happy and enjoy their time in her care.
- The childminder has a good knowledge of safeguarding concerns. For example, she helps children to understand how to keep themselves safe when using computers and during play.

### It is not yet outstanding because:

- Sometimes, the childminder does not enable younger children to easily follow their own lead during play.
- The childminder does not make the best use of outside learning opportunities to promote children's all-round development.

## 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 lead their own learning and make decisions for themselves about their play
- extend the range of outside play experiences for children of all ages, to support their overall learning and development.

### Inspection activities

- The inspector held a joint observation with the childminder.
- The inspector spoke to parents and read feedback letters and took their views into consideration.
- The inspector observed teaching and learning, and the interactions between the childminder and children.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector viewed documentation such as policies and procedures, suitability records and children's learning records.

### Inspector

Sarah Taylor-Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what actions to take if she has any concerns about children in her care. The childminder reflects on her practice well and focuses on areas to improve. For example, she has developed the range of resources to support children's literacy development. The childminder provides effective support for children who have special educational needs. She supports parents effectively and works well with other settings that children attend. The childminder works well with other professionals to ensure good outcomes for children.

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

The childminder has a good understanding of how children learn and develop. She assesses children's progress well. For instance, the childminder uses the information from her observations of children's learning to plan next steps that support children to gain new skills. The childminder helps children to develop good communication and language skills. For example, the childminder is responsive to young children's use of early words and sounds. Children receive good support to develop mathematical skills. For instance, the childminder helps children to count as they play. Children have good opportunities to explore and learn using technology. For example, the childminder supports them with games to develop their understanding of numbers and words.

### Personal development, behaviour and welfare are good

Children receive good messages about healthy eating and keeping themselves healthy. For example, the childminder shows children how to wash fruit before they eat it and talks to them about the importance of good hygiene. The childminder helps young children to understand how they are feeling. For instance, she talks to children about different emotions. Children receive positive social experiences. For example, the childminder takes them to community toddler groups and play areas. The childminder encourages respect and understanding of each other's cultures and beliefs effectively. For instance, she encourages children to share their cultural experiences with each other.

### Outcomes for children are good

All children make consistently good progress in their learning and development. Children are confident and they learn to be social and play well with others. The childminder effectively supports older children to play sensibly with the younger children. Children enjoy using their developing skills and want to continue to test themselves. For instance, babies are excited and determined to practise walking. Children are well prepared for their move to pre-school or school.

## Setting details

<b>Unique reference number</b>	115723
<b>Local authority</b>	Bexley
<b>Inspection number</b>	825106
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 March 2011
<b>Telephone number</b>	

The childminder registered in 1983 and lives in Sidcup, in the London Borough of Bexley. She operates her service all day from Monday to Friday, except bank holidays and family holidays. The childminder has an appropriate level 4 qualification. She receives funding to provide free early education for children aged two, three and four years.

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