

Childminder Report

Inspection date

27 April 2016

Previous inspection date

16 March 2010

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 are confident to make choices about their play and settle quickly in their chosen learning activities. They develop close relationships with the childminder, which effectively helps to promote their emotional well-being and positive self-esteem.
- The childminder has a good understanding about how children learn and develop. She monitors their learning effectively and provides a wide range of engaging activities to motivate children. This contributes to children making good progress based on their individual abilities and starting points.
- The childminder is a good role model and sets clear boundaries for children's behaviour. This helps to prepare children well for their future learning.
- The childminder carefully implements her policies and procedures to keep children safe from harm. For example, she carries out careful risk assessments of her home to help her effectively minimise any hazards.

It is not yet outstanding because:

- The childminder is not always as successful as she could be in encouraging parents to share information about children's skills and interests at home. This does not help to strengthen the assessment process further to support children's learning and development even more precisely.
- The childminder does not always help children to develop their independence. For example, she does not consistently encourage them to manage tasks for themselves.

What the setting needs to do to improve further

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

- encourage parents to contribute more information about their children's skills and interests, to help strengthen the assessment process even further
- strengthen children's independence skills to help them manage tasks by themselves.

Inspection activities

- The inspector observed a range of play activities and spoke to the childminder at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector discussed the childminder's self-evaluation process.
- The inspector looked at children's learning records and a selection of policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder.

Inspector

Ann Murray

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder successfully promotes all aspects of safeguarding and children's welfare. She fully understands the procedure to follow if she is concerned about a child in her care. The childminder shares information effectively with other settings children attend to help promote continuity in children's care and learning. She is reflective in her outlook and evaluates what is working and where she can develop further to help improve outcomes for children. She effectively obtains feedback from parents, for example, through daily discussion and questionnaires, to help inform her self-evaluation process. The childminder attends training courses to help to support her in keeping up to date with her knowledge and skills.

Quality of teaching, learning and assessment is good

Overall, the childminder communicates effectively with parents and keeps them well informed about their children's progress. This helps them to support their children's learning further at home. She regularly assesses children's development and completes the required progress check for children aged between two and three years. The childminder uses her knowledge of the children's interests and her ongoing assessments to plan engaging activities. For example, she supports young children's mathematical skills effectively as she names the different shapes of cutters they use to manipulate dough. The childminder also promotes babies' exploration skills well. For example, she provides them with a basket of sensory toys to help them experience different textures and materials. They are delighted as they listen to the crunch and rustle of silver foil.

Personal development, behaviour and welfare are good

The childminder knows the children well and successfully meets their individual needs. Children are happy and content in the welcoming environment. The childminder makes good use of opportunities in the wider community to help children develop good social skills. For instance, they regularly attend group activities with the childminder, where they learn to socialise and interact with others. The childminder promotes children's understanding of healthy lifestyles well. For example, she provides children with healthy foods and regular opportunities for physical outdoor exercise.

Outcomes for children are good

Children are motivated and eager to learn, and make good progress in their development. They are confident and are able to make their own choices in their play. They gain many important skills to help prepare them well for their future learning. For example, young children demonstrate high levels of concentration as they participate in imaginative play. Babies develop good physical skills, for example, as they learn to stand.

Setting details

Unique reference number	EY310339
Local authority	Bromley
Inspection number	834297
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16 March 2010
Telephone number	

The childminder registered in 2005 and lives in West Wickham, in the London Borough of Bromley. She operates for five days each week, throughout the year, and holds an appropriate childcare qualification.

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