

Childminder Report

Inspection date

19 May 2016

Previous inspection date

28 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 spends time getting to know the children well and builds secure attachments with them when they start at the setting. This helps children to feel happy and confident in her care and they develop strong self-esteem.
- The childminder builds very good relationships with parents. She offers support and professional advice to help meet the changing needs of their children. Parents actively contribute to their children's learning to help promote continuity of care and learning.
- The childminder creates strong partnerships with other settings children attend. She shares information regularly regarding children's development, to provide support to enable children to make good progress.
- The childminder has robust safeguarding policies in place and she follows these consistently to promote children's welfare. She also attends regular safeguarding training to help keep her knowledge up to date.

It is not yet outstanding because:

- Children are not always able to easily access resources to encourage their interest, and to help keep them fully engaged in their play and learning.
- The childminder does not make the most of all opportunities to develop children's awareness that print carries meaning, to help build on their early-reading skills further.

What the setting needs to do to improve further

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

- revise the organisation of resources to enhance how children can independently choose what they want to use and help extend their interests
- provide more opportunities for children to understand that print carries meaning and help build on their early reading skills.

Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documentation, including children's records, policies and procedures.
- The inspector discussed the childminder's self-evaluation document.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good awareness of her responsibilities and has made improvements to her provision. For example, she records children's attendance and manages children's behaviour appropriately. She works closely with outside agencies to support children with specialist needs. For example, she regularly works with a speech and language therapist to help provide a consistent approach to children as they make progress in their learning. The childminder evaluates how well she meets the needs of children to help her target their future learning. She gains the views of parents and other professionals to help continually make improvements to her practice and provision. Safeguarding is effective. The childminder fully understands her role in protecting children and she knows what action to take if she has any welfare concerns. She carries out thorough risk assessments to identify and minimise hazards to children, to help them play in safety.

Quality of teaching, learning and assessment is good

The childminder uses effective assessment systems to help ensure children make good progress. These help her identify any gaps in learning quickly. The childminder uses her teaching skills to support children to acquire good communication and language skills. She uses a variety of questions to encourage children to think critically and introduces new words to expand on their vocabulary. For example, when children decide to draw, the childminder asks them questions related to their artwork and supports them to link this to real-life experiences. Children learn about the natural world. For example, they look at different plants and learn about living things, such as caring for a pet rabbit.

Personal development, behaviour and welfare are good

Children settle well and develop strong relationships with each other. They share and take turns, and include the childminder in their play. The childminder gives children clear details of her rules and expectations. This helps them to learn what is expected of them and they behave well. The childminder promotes good health and provides children with healthy foods. She encourages them to take age-appropriate risks, such as when they use different play equipment. She also teaches them about healthy lifestyles, such as how they grow strong bones and how to maintain good oral hygiene.

Outcomes for children are good

All children, including those who need extra support, make very good progress from their starting points. Children are confident and have good social skills. For example, they express their views and make some decisions about their play activities. Children play nicely with each other, share and take turns. Children develop good early writing skills. For example, they hold pencils correctly to draw in between lines and trace over their names. They develop good skills in readiness for their move on to school.

Setting details

Unique reference number	115449
Local authority	Bexley
Inspection number	1048607
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	28 July 2014
Telephone number	

The childminder registered in 1992. She lives in Crayford in the London Borough of Bexley. She provides care from Monday to Friday, all year round.

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