

# Childminder Report

**Inspection date**

4 May 2016

Previous inspection date

8 December 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 quality of teaching is good. The childminder makes accurate observations of children's individual abilities and considers these when she plans for their learning. This helps her to support children to build on what they already know and can do.
- Parents are happy with the care and education the childminder provides. They are involved in their children's learning and share information about children's achievements at home. This helps to support children to make good progress.
- The childminder effectively evaluates her practice. She seeks the views of parents and children and uses her findings, alongside her own observations, to plan priorities for developments to her provision. This helps to improve outcomes for children.
- The childminder supports children's emotional well-being effectively. She is very attentive and gives them lots of encouragement and praise. They develop a sense of belonging and feel valued and happy in her care.
- Children have lots of opportunities to lead their own play and they demonstrate enthusiasm and curiosity. This helps them to develop a positive attitude to learning which helps to prepare them for school.

### It is not yet outstanding because:

- Occasionally, there are missed opportunities to further enhance children's understanding of keeping themselves safe and healthy so that their physical well-being is promoted to the highest levels.
- Although, the childminder encourages children to develop early reading skills, she does not always fully consider how print in the environment is seen and understood by the children.

## What the setting needs to do to improve further

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

- strengthen procedures and support children even more effectively to understand the importance of keeping themselves safe and healthy and promote their physical well-being to the highest levels
- support children's emerging early literacy skills using a more consistent approach to how print in the environment is seen and understood by children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and other documents used to support her practice.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder takes steps to build on her current skills and experience. For example, she shares ideas and information with other childminders and attends some training courses. Overall, this helps to improve the already good standard of teaching. Arrangements for safeguarding are effective. The childminder has policies and procedures which guide her about the action to take if she has a concern about a child's welfare. The childminder has secure knowledge of the areas of learning. This helps her to plan a programme of activities that supports children to make good progress in all areas. She has developed good partnerships with pre-schools that children attend and they share information about children's progress. Generally, this helps to provide a continuous approach to children's care and learning.

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

The childminder completes regular assessments of children's learning. This helps her to check that children make good progress and to identify any areas of development where they may need further support. The childminder's interactions with children are skilful and support their developing communication and language effectively. For example, she uses their names often and uses lots of eye contact to maintain their attention. She also speaks clearly and models new words. Young children learn to control their bodies and develop their physical skills. For example, they learn to climb, balance and ride bikes in the garden. Children show great interest and curiosity as they observe caterpillars, tadpoles and ladybirds that transform as they grow. They also plant seeds that they feed and water. This helps to develop their understanding of the world.

### Personal development, behaviour and welfare are good

The environment is welcoming and children demonstrate that they feel safe and are confident. The childminder has a nurturing approach which reassures children. They choose a picture of a face to share how they are feeling when they arrive. This helps the childminder to meet their emotional needs effectively. Children have a clear understanding of what is expected of them and they behave well. The childminder supports children effectively to develop their independence. For instance, they put on and remove clothing and shoes from a young age and learn to prepare and serve meals and snacks. This helps to prepare them for when they begin to attend school. Children learn to value the differences between themselves and others. For example, they share dual language books and learn about the second languages spoken by other children in the setting.

### Outcomes for children are good

All children make good progress in their learning and are working within the range of development typical for their age. They are motivated to learn and develop good listening and attention skills. Children learn key skills in mathematics that will support later learning in school. For example, they explore shapes of different sizes, colours and quantities as they search for treasure in a sand tray. Children learn to share, take turns and to consider each other's feelings. This supports them to develop an understanding of the needs of others and they begin to form friendships with their peers.

## Setting details

<b>Unique reference number</b>	EY357821
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1040066
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 December 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Bromley. She cares for children in the early years age group all year round, except for bank holidays and family holidays. She also cares for school-aged children during term time only. Her operating hours are from 7.30am to 6pm, Monday to Wednesday.

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