

Childminder Report

Inspection date

20 June 2016

Previous inspection date

18 June 2012

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

- The childminder provides a warm and homely environment. She spends quality time getting to know the children well and builds secure attachments. This helps children to feel happy and confident in her care and they develop strong self-esteem.
- The childminder has a secure understanding of safeguarding practices and uses these to help keep children safe. She carries out thorough risk assessments to minimise hazards to children so they can play in safety.
- Children make good progress in their learning and develop secure foundations for school. For example, the childminder uses effective observation to identify gaps in children's learning and plans challenging activities to help close the learning gaps.
- The childminder evaluates her provision effectively to secure improvements. She involves parents in the process to help her make changes that improve their children's learning experiences.

It is not yet outstanding because:

- The childminder does not thoroughly discuss children's achievements with parents when their children start at the setting, to help identify children's starting points precisely.
- Younger children are not always able to access resources of their choice independently to encourage their interest.

What the setting needs to do to improve further

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

- improve the gathering of information from parents on entry so that all records of children's starting points accurately reflect their skills and abilities, to help the childminder plan their future learning
- review the organisation of the play area so younger children can independently access resources of their choice to help extend their interest.

Inspection activities

- The inspector checked all areas of the property used for childminding.
- 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 with the childminder how she uses self-evaluation to develop her practice.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands and implements the requirements of the early years foundation stage well. She ensures that the curriculum has a range of activities to engage children of all ages. The childminder attends regular training and implements her new knowledge well to improve her teaching. For example, recent training on child development has helped the childminder to understand how the different groups of children learn and she has adapted her teaching to cater for all the different learning needs. Safeguarding is effective. The childminder understands her role in child protection and knows what action to take should any welfare concern arise. She monitors the practice of her assistant to ensure welfare requirements are adhered to and children's needs are fully met.

Quality of teaching, learning and assessment is good

The childminder provides resources to support children's learning that are appropriate for their age. She is skilled at supporting younger children's communication and language skills. For example, the childminder positions herself at a baby's level, gives proper eye contact, and uses hand gestures when giving instructions to ensure they understand. This helps younger children to engage well in activities. The childminder provides many opportunities for children to develop good physical skills. For example, babies enjoy exploring paint with all parts of their bodies, including hands and feet.

Personal development, behaviour and welfare are good

The childminder interacts well with children and builds strong, trusting relationships. She has a good awareness of the different care needs of children and responds well to support them as individuals. Routines are well adapted to suit the needs of the younger children. The childminder actively helps children to behave well. For example, she encourages sharing, and uses consistent explanations to help children understand her expectations. Children learn to adopt healthy lifestyles. The childminder provides healthy meals and children get out into the fresh air daily, including through going on walking trips locally.

Outcomes for children are good

Children make good progress in relation to their starting points. They settle well and gain good social skills. For example, babies form good relationships with the older children. They gain good physical skills too, such as through painting and building activities. Children develop good communication and language skills. For example, babies babble a lot and begin to use single words. The childminder also uses the opportunity to count and identify colours with them, promoting early mathematical skills. They acquire the essential skills they need for their next stage of learning.

Setting details

Unique reference number	EY437885
Local authority	Greenwich
Inspection number	1050492
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	18 June 2012
Telephone number	

The childminder registered in 2012. She works with an assistant in Charlton, in the London Borough of Greenwich. She provides care from Monday to Friday, all year round.

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