

# Childminder Report

**Inspection date**

21 June 2016

Previous inspection date

30 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides a very welcoming and challenging learning environment. Children are motivated to engage in activities and make good progress in their learning.
- The childminder monitors children's progress closely to identify and plan for their next steps in learning. She shares this information with parents who also contribute their own observations from home. This helps to provide consistency of learning.
- The childminder provides a good range of learning opportunities to teach children about the world they live in. For example, they enjoy regular trips out in the local community and learn about nature as they take part in planting and growing activities.
- Children are happy and build positive relationships with the childminder and each other.
- The childminder helps children to learn about keeping safe. For example, older children accompany her into the garden to identify any potential hazards and they all practise the emergency evacuation together.
- The enthusiastic childminder is committed to providing a high-quality service and to improving outcomes for children and families.

### It is not yet outstanding because:

- At times, the structured group sessions do not fully consider the needs of the younger children.
- The childminder has not fully considered how to provide a wider range of experiences to promote children's early writing skills further.

## What the setting needs to do to improve further

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

- consider the timing of structured activities to enable younger children to have sufficient opportunity to make their own choices during play
- extend opportunities for children to practise early writing.

### Inspection activities

- The inspector observed the childminder and assistant playing and interacting with the children.
- The inspector spoke to the childminder at convenient times during the inspection.
- The inspector looked at a sample of paperwork, including evidence of suitability, qualification certificates and children's records.
- The childminder considered verbal and written feedback from parents.

### Inspector

Caroline Gibbons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects very well on her strengths and weaknesses and has worked hard to improve since her last inspection. For example, she now monitors children's progress very closely and quickly identifies ways to move children forward in their learning. The childminder continually improves her knowledge and practice. For example, she attends training, keeps up to date with new legislation and carries out research, as well as sharing ideas with other childminders. The childminder monitors the work of her assistant well and meets with her to identify any areas for development and to share new information. Safeguarding is effective. The childminder and her assistant understand their role to protect children. They know the process to follow if they have concerns about the welfare of children and families.

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

The childminder and assistant have a good understanding of how children learn. They use every opportunity to extend children's knowledge further. For example, during snack time children learn about the seeds in the fruit and count the number of children and adults. Children take part in a variety of activities to extend their creativity. For example, they use magnifiers to hunt for bugs outside and carefully plant and water seeds. The childminder promotes communication very effectively. For example, she uses and introduces new vocabulary such as 'arrow' and 'lifecycle' and asks children questions to encourage them to think things through. Children develop good physical skills. For example, they balance on tree trunks and use the slide confidently during obstacle races.

### Personal development, behaviour and welfare are good

The childminder is very patient and caring, and is sensitive to the individual needs of the children. For example, she encourages children to introduce themselves to new children and acknowledges their individual backgrounds. The childminder helps children to manage their behaviour. For example, she gives reminders about using 'kind words' when sharing toys. The childminder provides children with nutritious foods and uses mealtimes for further learning. For example, she explains that they need food and water to give their bodies energy, and encourages them to use cutlery and napkins. The childminder promotes children's self-esteem well. For example, she praises children for good manners and takes a keen interest in their homes and families.

### Outcomes for children are good

Children settle quickly and learn important skills, such as confidence and independence. For example, they manage their own toilet routines and learn to put on their shoes and coats. Children recognise their names and are able to recall past activities during conversations. They are very well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY470682
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1049854
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 July 2014
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Abbey Wood in the London Borough of Greenwich. The childminder is available to work each weekday from 7.30am to 7pm for most of the year. The childminder holds an appropriate childcare qualification at level 3. She works with an assistant. The childminder receives funding to provide free early education for children aged two, three and four years.

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