

Childminder Report

Inspection date

19 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and her assistants are caring and friendly. All children, including those who are new to the setting, settle well in their care. Children develop confidence, which helps support their emotional well-being and has a positive impact on their progress.
- The childminder and her assistants effectively model the correct use of language. For example, during art and craft activities, they describe what children do, in order to extend their communication and language development.
- Children have interesting opportunities to explore the natural world. For example, the childminder takes them on visits to the farm, herb gardens, park and the riverside. Parents express that their children look forward to these outings.
- The childminder supervises the work of her assistants regularly and supports them well to help improve their teaching practice and professional knowledge. She guides their work effectively to help meet the requirements of the early years foundation stage.

It is not yet outstanding because:

- The childminder misses some opportunities to teach children how to use some tools and equipment skilfully to enhance their physical development.
- Children do not have a broader range of opportunities to increase further their understanding of diversity, such as similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- make better use of opportunities to help children learn how to use tools and equipment properly, to strengthen their fine-muscle groups
- extend further opportunities for children to develop their understanding of similarities and differences between themselves and others.

Inspection activities

- The inspector observed the children and their interactions with the childminder and her assistant.
- The inspector took account of the views of parents and the children.
- The inspector held discussions with the childminder and the assistant at appropriate times during the inspection.
- The inspector viewed a sample of documents, including children's developmental records.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good understanding of child protection matters and know the procedures to follow should they have concerns for children's welfare. The childminder values training and uses her knowledge and skills effectively to help implement positive changes to her practice. For example, she has improved the procedures for completing progress checks for children aged two years. She tracks children's progress effectively and works in close partnership with parents and professionals to help reduce gaps in children's learning. She evaluates her provision effectively and identifies areas that need further development. For example, she has made improvements to the outside play area and the layout of resources indoors.

Quality of teaching, learning and assessment is good

The childminder and her assistants motivate children well to help them learn to explore freely and lead their play ideas independently. For example, young children make symmetric marks on paper while holding a crayon in either hand, which helps them build their early mark-making skills. The childminder stimulates children's imagination and encourages them to be creative. For example, she helps them to build a road for the toy cars and children successfully continue their play, for example, constructing a pavement for the people. The childminder uses everyday opportunities to help children learn about how things work. For example, they learn that some toys are battery operated. They effectively develop an early understanding of technology.

Personal development, behaviour and welfare are good

The childminder helps children to learn to play cooperatively with each other. For example, they learn to wait and take turns to wheel their toy cars down a slope. The childminder provides regular opportunities for children to exercise and access fresh air, to support their physical well-being. She helps children learn to keep themselves safe from harm. For example, the childminder practises regular fire drills with children. The childminder establishes positive relationships with parents, and shares information with them effectively to help ensure continuity in children's care and learning.

Outcomes for children are good

Young children effectively develop their early mathematical understanding of sizes and measurements. For example, they experiment scooping and transferring water and sand between containers. Toddlers develop their counting skills well; for example, they learn to count how many toy fish they have caught in their net. Children display motivation to engage in play. They make good progress and develop the necessary skills to help them prepare for next stages in their learning.

Setting details

Unique reference number	EY482347
Local authority	Greenwich
Inspection number	999553
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	17
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in the Royal Borough of Greenwich and works with two assistants. She provides childcare all day on weekdays for most of the year. She holds a qualification in childcare at level 3 and her assistant holds a qualification level 2.

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