

# Childminder Report

**Inspection date**

17 October 2016

Previous inspection date

24 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 carries out regular observations of children's play. She plans activities and learning experiences that are relevant to children's interests and next steps in their development. Children learn a range of skills that prepares them for their future learning.
- The childminder works closely with other settings that children attend. This helps provide continuity in children's care and learning.
- Children have a trusting relationship with the childminder and her assistant. For example, they show they are happy and settled in their care. Children play confidently and learn to share, take turns and express their ideas.
- The childminder is reflective in her practice and makes regular evaluations about the setting including the views of her assistants, parents and children.

### It is not yet outstanding because:

- The childminder does not effectively gather information from all parents about their children's ongoing achievements at home, to help inform her planning more effectively.
- The childminder does not make the most of all opportunities to develop children's understanding of the importance of healthy eating.

## What the setting needs to do to improve further

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

- explore more ways to find out about children's achievements at home to help build upon their learning more effectively
- increase opportunities for children to learn about the importance of healthy eating.

### Inspection activities

- The inspector observed play and learning opportunities for children.
- The inspector viewed all areas of the home used by children.
- The inspector spoke with the childminder and her assistant at convenient times throughout the inspection.
- The inspector viewed documentation including children's records, policies and evidence of qualifications, and the suitability of all adults in the household.
- The inspector took account of the views of parents through written feedback.

### Inspector

Nicola Chambers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her safeguarding knowledge and is clear about the procedures to follow should she have any concerns about a child's welfare. The childminder is committed to her role and recognises her responsibility to monitor the performance of her assistants. For example, she encourages them to do training and obtain qualifications. She is proactive about her own development and has a clear focus for continuous improvement. For example, she attended training to help support children's communication and language. The childminder and her assistants closely monitor children's progress to identify quickly any areas where children may need extra support.

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

The childminder provides a warm and stimulating environment where children have access to a good range of activities and resources. Children's communication and language skills are supported well. For example, the childminder sits at the children's level and gives eye contact when communicating. She asks age-appropriate questions and allows children time to think and respond. The childminder helps children to extend their physical skills effectively. For example, she encourages children to draw with pens, tackle puzzles, build with blocks and explore with musical instruments. She takes the children to the local park to use equipment that helps develop their balance and coordination.

### Personal development, behaviour and welfare are good

The childminder spends time with parents at the start to gather information about their children's care routines and development, to help them feel safe and settled in her care. The childminder is a positive role model and sets clear boundaries to help children learn about expectations at the setting. She uses consistent praise and encouragement to help to build children's self-esteem and confidence. Children behave well, form friendships and develop good manners. They learn about other people and diversity in the world around them. For example, the childminder provides good opportunities for children to learn about the differences and similarities between different cultures.

### Outcomes for children are good

Children make good progress from their starting points. They develop skills that prepare them well for their next stage in learning and eventual move on to school. For example, they learn to be independent such as when they make choices and attempt to put on their coat. Young children begin to use mathematical language in their play. For example, they count and explore with shape, size and colour. Children listen to instructions and play well together.

## Setting details

<b>Unique reference number</b>	EY398718
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1062313
<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 - 8
<b>Total number of places</b>	9
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 September 2013
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Sidcup, Kent. She works with assistants. The childminder operates her service for most of the year on Monday to Friday from 7am to 6.30pm.

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