

# Childminder Report

<b>Inspection date</b>	20 October 2016
Previous inspection date	13 October 2015

<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

- Children are happy and settled and they freely approach the childminder when they need help. She plans effectively to help young children develop basic skills such as sharing and taking turns during play. This helps build on their social skills and contributes to their readiness for future learning and the move to school. Children make good progress in their learning and development.
- Children enjoy role play and use available resources to re-enact their experiences of the real world. For example, they place the baby doll in a pushchair, take a shopping bag and pretend to go for a stroll.
- The childminder supports children well to build on what they already know. For example, they confidently count to four and she helps them further to count up to seven, which helps extend their mathematical skills.
- The childminder works closely and effectively with local schools. For example, she shares information with them to help support a smooth transfer for older children.

### It is not yet outstanding because:

- Children do not have many opportunities to explore experiences that reflect their home and cultural backgrounds to help build further on their understanding of what makes them special.
- The childminder has not fully extended the range of opportunities for parents to contribute to their children's learning and to the self-evaluation process.

## What the setting needs to do to improve further

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

- increase opportunities for children to explore experiences that reflect their home and cultural backgrounds to help build further on their understanding of what makes them unique
- continue to develop opportunities for parents to contribute to their children's learning and to the self-evaluation process.

### Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector viewed areas of the premises that the children use.
- The inspector held discussions with the childminder at appropriate times.
- The inspector viewed a sample of documents including children's learning records.
- The inspector assessed the childminder's self-evaluation process.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to protect children and the procedures to follow in the event of allegations. She makes appropriate use of training opportunities, for instance, to update her knowledge of changes to safeguarding guidelines. Overall, the childminder reflects well on her practice. For instance, she seeks suggestions from early years advisors and shares ideas with other childminders to help identify areas that need further development. She has made good progress towards the actions and recommendations set in the previous inspection. For example, she assesses children's progress when they are aged between two and three years and shares these with parents. This helps to keep parents informed of their children's learning and development. She reflects well on her observations of children to help identify any gaps in their learning. She has updated her knowledge of the early years foundation stage.

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

The childminder supports children well to develop their understanding of the natural world. For example, children learn to name butterflies, bees, slugs, clams and starfish during an arts and crafts activity. The childminder stimulates children effectively to help build on their listening and communication skills. For example, she makes buzzing sounds when they identify the bee and they copy the sounds. The childminder helps children learn to name colours. This helps to prepare them for later artwork. She supports children closely to help them develop their self-help skills. For example, children learn to get their coats and shoes on by themselves and to manage fasteners such as buttons and zips. This helps support children's personal development.

### Personal development, behaviour and welfare are good

Children learn to make healthy choices, for example the childminder provides them with fruits and vegetables at snack and mealtimes. Children learn to adopt good hygiene practices. For example, they learn to cover their mouth when they cough. Children learn to take age-appropriate responsibilities such as disposing of rubbish in the bin after an art activity. Children develop a healthy lifestyle, for instance they exercise regularly on outings and on visits to the park. They learn to carry out fine movements with their fingers such as peeling labels off stickers. These activities strengthen children's physical skills well.

### Outcomes for children are good

Children learn to make choices, for example they choose the books they would like to read. They develop their early literacy and communication skills. For example, they point to pictures and they comment on what the characters are doing. They learn to assign meanings to marks, for example they state they are drawing a tunnel. Children make good progress towards the next stages in their learning.

## Setting details

<b>Unique reference number</b>	136550
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1057511
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 October 2015
<b>Telephone number</b>	

The childminder registered in 1986. She lives in Orpington, in the London Borough of Bromley. She offers childcare all day on Monday to Thursday, for most of the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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