

Childminder Report

Inspection date

8 November 2016

Previous inspection date

29 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 knows the children well and has a good understanding of how to support their development. She provides them with age-appropriate, challenging and enjoyable activities, covering all areas of learning. Children make good progress.
- Children form strong attachments with the childminder. They are confident, happy and have a strong sense of belonging and behave well.
- The childminder implements a good range of policies and procedures and regularly assesses risks, helping to keep children safe.
- The childminder develops strong relationships with parents. She shares clear information with them and keeps them informed of children's progress. She discusses ways they can continue to support their children's learning at home. This has a positive impact on the consistency of the children's learning experiences.
- The childminder is keen to continuously improve her skills and practice to encourage better outcomes for children. For instance, she makes use of local training opportunities and has good links to the local early years professionals and children's centres.

It is not yet outstanding because:

- At times, the childminder does not encourage children to develop their own ideas or lead their own learning during activities.
- On occasions, the childminder does not consistently give clear guidance for children about the reasons for routines such as tidying up.

What the setting needs to do to improve further

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

- build on opportunities for children to think, explore and develop their own ideas during activities
- deepen and extend children's understanding of, and reasons for ,routines such as tidying up.

Inspection activities

- The inspector toured the premises and looked at areas available for children to use.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at a range of documentation including children's records, policies and procedures.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of what to do should there be a concern about the welfare or safety of a child. For example, recognising and reporting any signs that indicate a child may be at risk of harm including from extreme views. The childminder is committed to providing a good-quality provision for children. She reflects regularly upon her service and involves parents' and children's views to help her continually improve the quality of her setting. The childminder has a good understanding of how to monitor children's progress. She carries out regular progress summaries which she shares with parents. This helps the childminder to see the progress that children have made and identify any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder joins in with the children's play and supports their learning effectively. She regularly observes children, reviews their progress and accurately assesses their developmental stage. She uses this information and the children's interests to plan activities to support their individual next steps in learning. The childminder provides information for parents and other providers, to help support consistency. Her effective communication skills engage children and encourage them to respond and develop their language skills. For example, she sings nursery rhymes with the younger children who happily join, to build on children's vocabulary. She introduces children to mathematical concepts, for example, when counting the bricks and talking about the differences of height and colour.

Personal development, behaviour and welfare are good

The childminder provides an environment where children feel welcomed, relaxed and valued. She has a calm and friendly approach that helps children to settle quickly and build strong bonds that help support their physical and emotional well-being. Children attend regular groups and visit places within their local community such as parks and activity centres. This helps children adapt socially to different situations and they develop a wider circle of friendships. Children have daily opportunities to play outside in the fresh air, carry out good hygiene practices, taste different fruits and discuss healthy foods. This helps children to have healthy lifestyles and develop their physical skills.

Outcomes for children are good

Children are confident and motivated to learn. For example, they ask for additional resources to make marks, developing creative and early writing skills. Children learn about the diverse community in which they live and the different roles people have. For example, children share each other's home-life experiences during role play activities. Children are well prepared for the next stage of learning including their move to school.

Setting details

Unique reference number	EY358743
Local authority	Greenwich
Inspection number	1053877
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	29 January 2015
Telephone number	

The childminder registered in 2007. She lives in the London Borough of Greenwich. The childminder offers care Monday to Friday, throughout the year.

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