

Childminder Report

Inspection date

24 November 2016

Previous inspection date

27 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 has a good knowledge of how children learn and provides them with a variety of activities and toys. Children are motivated and engaged in their play and make good progress in their learning from their starting points.
- Children are happy and settled with the childminder and build positive relationships with her and her family.
- The childminder helps children to develop good levels of self-esteem and well-being. For example, she gives children time and encouragement when they attempt new skills, and offers consistent praise when they achieve these independently.
- Children behave well and show an understanding of the rules of the setting. For example, they help to tidy the toys away and follow instructions for toilet routines.
- The childminder is committed to updating her knowledge further. For example, she completes training, undertakes research, and shares good practice with other childminders.

It is not yet outstanding because:

- The childminder has not fully considered how to provide a range of activities to help extend children's early writing skills.
- The childminder does not make the most of opportunities to help extend children's mathematical knowledge and learning even further.

What the setting needs to do to improve further

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

- provide further opportunities for children to practise their early writing skills to help extend their literacy development
- make the most of opportunities for children to develop their mathematical skills and knowledge even further.

Inspection activities

- The inspector observed the childminder and children interacting together.
- The inspector looked at a sample of paperwork, including evidence of suitability checks, training certificates and children's records.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector considered feedback from parents.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects successfully on the strengths and weaknesses of her setting and has met the recommendations set at her previous inspection. For example, she has provided low-level storage to help children choose toys independently and ensures that resources and activities are available for children to return to later on. The childminder has updated her knowledge of monitoring children's progress and works closely with parents to share this information effectively. For example, she provides information to parents about daily activities and children's new achievements. Safeguarding is effective. The childminder has a secure knowledge of current safeguarding matters and understands her responsibility to protect children. She knows the process to follow if she has concerns about the welfare of children or families.

Quality of teaching, learning and assessment is good

The childminder joins in sensitively with children to extend their play and learning. For example, she follows their individual interests. The childminder helps children to develop their communication skills and vocabulary well. For example, she teaches them new words such as 'straight' when pretending to drive the small vehicles, and engages them in meaningful conversations. Children develop good physical skills. For example, the childminder shows them how to use tools to create patterns in dough and how to build the rail track. The childminder monitors children's progress effectively to identify and plan for their next steps in learning.

Personal development, behaviour and welfare are good

The childminder helps children to learn about healthy lifestyles. For example, she provides a range of healthy foods and snacks and gives regular reminders about the need to drink water. She also provides children with daily outdoor play and exercise, including visiting local parks and play areas. The childminder helps children to settle and to build relationships with others. For example, she finds out about children's interests and backgrounds and takes them to local groups to socialise with others. The childminder helps children to keep safe. For example, she completes regular checks of her home to minimise risks and involves children in practising the emergency evacuation.

Outcomes for children are good

Young children develop skills of confidence and communication and are prepared well for their next stage of learning. For example, they talk to the childminder about their family and home life and confidently ask questions during play. Children gain an understanding of technology. For example, they know how to make things work, such as interactive toys and games. Children develop important life skills. For example, they sit at the table for mealtimes and know to wash their hands before eating.

Setting details

Unique reference number	EY404076
Local authority	Greenwich
Inspection number	1049329
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	4
Number of children on roll	2
Name of registered person	
Date of previous inspection	27 August 2013
Telephone number	

The childminder registered in March 2010. She lives in Woolwich, South East London. The childminder is available to work each weekday from 7.30am to 6.30pm for most of the year.

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