

Childminder Report

Inspection date

13 December 2016

Previous inspection date

24 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provides children with a welcoming and nurturing environment. Children settle well and make good relationships with the childminder and each other.
- The childminder monitors children's progress precisely to help her quickly identify any gaps in learning. She shares information with parents and other settings that children attend to help provide consistency in their care and learning.
- Children play with a good selection of resources indoors and outdoors. They are motivated to learn and make good progress from their starting points.
- The childminder helps children to learn about healthy lifestyles. For example, children have daily opportunities for fresh air and physical activity and eat a range of nutritious foods and snacks.
- The childminder helps children to stay safe. For example, she completes daily checks to identify and minimise any risks and reminds children to use play equipment safely.
- The childminder is proactive about keeping her knowledge updated. For example, she completes training and research, and visits other settings to share new ideas.

It is not yet outstanding because:

- At times, children do not have a wide range of opportunities to help extend their creative development.
- The childminder does not make effective use of all opportunities to consistently challenge and extend children's learning further to help support their progress.

What the setting needs to do to improve further

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

- develop further the range of opportunities to enable children to extend their creativity
- make greater use of opportunities to consistently challenge children to help them make the best possible progress.

Inspection activities

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

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The childminder involves children and parents to help her evaluate her practice and reflects well on the strengths of her setting. For example, she has provided more opportunities for children to extend their literacy skills, such as introducing props to enhance storytelling. The childminder has also developed her outdoor area to provide an environment that children can access in all weathers. Safeguarding is effective. The childminder understands her role to protect children from harm and knows the process to follow if she has concerns about their welfare. She and her co-childminder work well together. They share the school runs, which helps younger children to become aware and familiar with the new environment.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and joins in with their play effectively to help extend their development. For example, she provides targets to throw balls into and asks questions to extend and encourage children's role play with the train set. The childminder provides precise support for children who need extra help and supports all children's communication effectively. For example, she repeats words for younger children and gives clear explanations during play and routines. The childminder provides a good range of resources and changes these regularly to link to children's interests and feedback. For example, she provided magnetic tiles and has evaluated their many uses successfully.

Personal development, behaviour and welfare are good

The childminder is patient and caring. Children confidently seek her out when they need a cuddle, such as when they are tired or upset. The childminder supports children's individual needs well. For example, she finds out about their family backgrounds and home routines and includes these in her setting. The childminder helps children to gain a good understanding of the world. For example, they visit local parks, outdoor spaces and borrow books from the library. The childminder is a good role model for children. She helps them to gain good levels of self-esteem. For example, she teaches them to share and take turns and praises them for good manners and for helping each other.

Outcomes for children are good

Children are confident with the routines of the setting and learn important skills, such as independence and interaction. For example, older children negotiate with each other while building a train track and confidently help themselves to additional resources to extend their play. Younger children develop important physical skills, such as learning to climb up the ladder on the slide and using tools to spread glue. Children are prepared well for their next stage in learning.

Setting details

Unique reference number	115831
Local authority	Bexley
Inspection number	1079037
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	24 October 2012
Telephone number	

The childminder registered in 1994. She lives in the London Borough of Bexley. She is available to work each weekday from 8am to 6pm for most of the year. The childminder holds a foundation degree in early years. She receives funding to provide free early education for children aged two, three and four years. The childminder works with a co-childminder.

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