

Childminder Report

Inspection date	19 January 2017
Previous inspection date	4 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder establishes positive partnerships with parents. She communicates with them effectively and keeps them fully informed about their child's day. For example, she shares important information from the school as well as details about children's time in her care.
- There are good links with the school that children attend. The childminder supports children well to help them build on the learning that takes place at school.
- The childminder helps children to settle happily and quickly into play. For example, she visits them at their home before they start, which helps her find out about their likes and dislikes. Children build positive and trusting relationships with her.
- The childminder is a positive role model. Children behave well. For example, they resolve minor disagreements, as they listen to each other's views and compromise.
- Children have good opportunities to use their imagination. For example, they enjoy role play, as they create and act out scenes of being on a picnic with their friends.

It is not yet outstanding because:

- Occasionally, there are missed opportunities for children to follow their own ideas, such as choosing particular activities they would like to complete.
- The childminder does not make the most of opportunities to extend children's independence, such as during daily routines.

What the setting needs to do to improve further

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

- develop more opportunities for children to follow their ideas, such as making choices about particular activities they would like to complete
- make the most of opportunities for children to extend their independence skills and take a more active role during the daily routines, such as meal times.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation that the childminder uses, including children's records, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses effective ways to accurately evaluate and review her practice. For example, she observes how activities engage children in play. She values children's views and suggestions and takes them into careful consideration when making future plans. For instance, she obtains additional resources that reflect children's interests. The childminder has a good level of commitment to continuing to develop her knowledge and skills further. For example, she carries out regular independent research and networks with other childminders. The childminder has a secure knowledge and understanding of the safeguarding procedures to follow to help protect children's welfare and support them to remain safe. Children participate in challenging activities that require them to assess and manage risks, such as when they learn to climb trees safely. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder skilfully builds on children's enjoyment as they play. For example, children are keen to talk about different countries, which the childminder responds by reading a related story where they excitedly name and match famous landmarks to the country that they are well known for. The childminder builds on skills from school well. Children enjoy fun number games that help to build on their mathematical skills. For example, they carry out simple sums as they take part in number quizzes. Children are confident communicators. For example, they enjoy games that encourage them to think and name items that start with each letter of the alphabet.

Personal development, behaviour and welfare are good

Children gain positive social skills and build meaningful friendships. They play happily together and praise each other for acts of kindness. For instance, they take turns patiently, share resources and give each other a tick on the 'praise chart'. Children are polite and say 'please' and 'thank you' without being reminded. Children develop a positive understanding of leading a healthy lifestyle. For instance, they have good opportunities to exercise in a range of fun ways, such as playing tennis and team running games. Children have a good understanding of healthy eating. For example, they eagerly use children's recipe books to help choose and plan monthly food menus that are nutritiously balanced. Children learn about other people's similarities and differences well. For instance, they celebrate festivals from around the world.

Setting details

Unique reference number	EY457218
Local authority	Bromley
Inspection number	1063236
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	4
Number of children on roll	3
Name of registered person	
Date of previous inspection	4 July 2013
Telephone number	

The childminder registered in 2013. She lives in Beckenham, Kent. The childminder cares for school-aged children only, on Monday to Friday from 8am to 9am and from 3.15pm to 6.30pm, during term time only. She occasionally works during school holidays. The childminder holds a relevant early years qualification at level 3.

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