

Childminder Report

Inspection date

16 February 2017

Previous inspection date

21 July 2014

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		Good	2

Summary of key findings for parents

This provision is good

- The childminder knows the children well and builds a trusting relationship with them. This helps children to settle quickly and happily into play. Children develop positive well-being and self-esteem.
- There are good partnerships with other early years professionals. The childminder communicates well with other settings that children attend to help provide continuity in children's learning. For example, they share activity ideas.
- Children participate in interesting activities to develop their creativity. For instance, they make three-dimensional structures using a wide range of materials.
- The childminder develops children's communication skills well. For example, she asks skilful questions that help children to think and they respond in confidence.
- Children gain positive skills that help prepare them well for school. For example, they develop early mathematical abilities as they confidently count up to 20.
- There is a good range of opportunities for children to learn respect for people in the wider world. For instance, children celebrate festivals from other countries and religions.

It is not yet outstanding because:

- The childminder does not make the most of opportunities and her play environment to interest children more in books and engage them in quieter activities more effectively.
- The childminder misses some opportunities to encourage parents to share children's achievements from home to strengthen the consistency of shared learning.

What the setting needs to do to improve further

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

- improve children's opportunities to develop their interest in reading materials and engage in quieter activities more effectively
- extend the opportunities parents have to share children's achievements from home to improve the consistency of shared learning further.

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, such as children's progress reports, and policies and procedures.
- The inspector spoke to children and the childminder at convenient times.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder reviews her practice effectively. For example, she evaluates her plans daily to check how they engage children in learning. This helps her to improve children's learning outcomes and keeps children interested to learn. The childminder occasionally works with an assistant and she monitors and supports their practice well. For example, she ensures that they share ideas and make future plans together. The childminder continues to build on her knowledge and skills. For instance, she attends training to learn about the different ways that children develop their speech. The childminder closely monitors children's progress. This helps her to promptly highlight any gaps in their development and provide support to ensure that children catch up in their learning. The childminder has a secure knowledge and understanding of safeguarding procedures to help protect children's welfare, including who to contact to follow up concerns. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder helps to prepare children well for the move to school. For example, she visits the schools with the children and this helps them to become familiar with their new surroundings. The childminder skilfully builds on children's interests to encourage their learning. For instance, children are keen to engage in pirate role play and she encourages them to make pirate puppets and make up their own pirate tales. The childminder helps children to learn about the world around them. For example, they visit places of interest, such as a wood with a 'fairy kingdom' to extend their imagination.

Personal development, behaviour and welfare are good

Children develop good social skills and build meaningful friendships. They share resources and take turns happily during games with their friends. The childminder is a positive role model for children. Children are polite and behave well. The childminder supports children's physical well-being effectively and children understand the importance of healthy lifestyles. For example, they confidently follow good hygiene routines and enjoy growing some of their healthy snacks, such as strawberries. Children have a good range of opportunities to challenge their physical skills. For instance, they visit parks to use the large climbing and balancing equipment.

Outcomes for children are good

All children make good progress in their learning. Children develop skills to support their future learning well. For instance, they gain a good understanding of early writing as they confidently write their names. Children are independent, for example, they choose their own play activities. They participate in challenging experiences that require a good level of maturity. For instance, children explore nature as they go pond dipping.

Setting details

Unique reference number	115450
Local authority	Bexley
Inspection number	1070153
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	21 July 2014
Telephone number	

The childminder registered in 1996. She lives in Sidcup, Kent. The childminder cares for children Monday to Thursday, from 7.30am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder occasionally works with an assistant. The childminder holds a relevant early years qualification at level 5.

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