

Childminder Report

Inspection date

22 February 2017

Previous inspection date

25 March 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 uses the information from her observations and assessments to plan for children's ongoing development.
- Children make good progress and are ready for their next stage in learning.
- The childminder successfully supports children's emotional well-being. For example, she provides them with extra care and attention when needed.
- The childminder monitors children's progress well from their starting points. This helps her identify any gaps in development early and provide the appropriate support.
- The childminder completes thorough risk assessments of her environment. This helps her identify and minimise any hazards to children's safety.

It is not yet outstanding because:

- The childminder does not form highly successful links with all other settings children attend to help provide continuity in meeting their individual needs.
- The childminder does not consistently provide a wide range of materials and textures for children to explore.

What the setting needs to do to improve further

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

- build further on effective partnerships with other settings that children attend to share a more in-depth range of information to help support their individual needs
- increase opportunities for children to explore a wider range of materials and textures.

Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning and development.
- The inspector viewed all the areas of the premises used for childminding.
- The inspector viewed a range of documentation, including the childminder's first-aid qualification and public liability insurance.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of parents' written views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge about the signs that would cause her concern about a child's welfare and of the processes to follow. The childminder successfully uses her evaluation process. This helps her identify areas of weakness and enables her to set targets for improvement. The childminder increases her knowledge, practice and skills. For example, she attends regular training and reads relevant childcare resources. This helps her develop the quality of the provision and provide better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She successfully builds their literacy development. For example, displaying posters and labelling toy boxes helps children see that print carries meaning. The childminder effectively develops young children's communication and language skills. For instance, she introduces new words, such as 'giraffe' and 'horse', and sings nursery rhymes. The childminder supports children's self-esteem and confidence well, such as providing positive praise and encouragement. She provides regular opportunities to involve parents in their children's learning. For example, she has daily discussions and shares photo books. This helps parents to continue their children's learning at home.

Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment. She supports children's physical health well. For example, she provides daily opportunities for them to be physically active, such as visiting parks, the local woods and attractions. The childminder provides children with clear guidance and explanations to help them manage their behaviour. For instance, she reminds them about the house rules and encourages them to apologise to others. The childminder develops children's understanding of the diversity of different people's backgrounds. For example, she provides books reflecting people's similarities and differences, and they celebrate various festivals. Children learn to keep themselves safe. For instance, the childminder practises regular emergency evacuation procedures with them.

Outcomes for children are good

Children make progress that is appropriate for their age. They build their physical skills well. For example, children confidently run, climb and stack rings during their play. Young children are happy and enjoy playing games with the childminder, such as 'peek-a-boo'. They successfully develop their imagination, for instance, when they pretend to talk to their parent using a toy phone. Children start to gain their understanding of early mathematics, such as learning how to count.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY305446 |
| Local authority | Bexley |
| Inspection number | 1068758 |
| 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 | 5 |
| Name of registered person | |
| Date of previous inspection | 25 March 2014 |
| Telephone number | |

The childminder registered in 2005 and lives in the London Borough of Bexley. She offers care during term time only on Monday to Thursday from 7.30am to 6pm, and provides out-of-school care only on Friday.

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Piccadilly Gate
Store St
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