

Childminder Report

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| Inspection date | 12 October 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 interacts very well with children and encourages plenty of conversation. She listens, asks questions and models and repeats words, to help reinforce children's language abilities. Children develop very good communication and language skills. They are highly engaged and behave very well.
- The childminder uses observations and assessments of children well to help her understand what children know, can do and any emerging gaps in their learning. She engages well with parents and involves them in planning next steps in children's learning. Children make very good progress from their starting points.
- The childminder works closely with other professionals, to help improve children's learning experiences.
- The childminder teaches children good practices that help them to learn about keeping safe. They practise tidying up to help prevent accidents and have regular fire drills, to understand what to do in an emergency.
- The childminder provides children with many opportunities for physical exercise and to promote their good health and well-being. Children enjoy a variety of experiences during frequent trips to places of interest in their local community and beyond.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to help children understand shapes, measurement and size to broaden their mathematical learning.
- The childminder does not provide sufficient experiences to help children fully explore and understand textures and changes.

What the setting needs to do to improve further

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

- make better use of opportunities to widen children's understanding of mathematical concepts even more
- provide more opportunities to encourage children to explore and investigate changes and textures and enhance their learning further.

Inspection activities

- The inspector observed the quality of teaching and the childminder's interaction with children.
- The inspector discussed with the childminder at appropriate times activities observed and their impact on children's learning.
- The inspector looked at children's records, including assessment information, a selection of policies and procedures and documentation.
- The inspector spoke to children present on the day of the inspection.
- The inspector took into consideration parents' written views.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her provision and quality of practice well. She identifies areas for improvement and addresses them quickly. For example, since her last inspection she has improved her knowledge and skills to support children's communication and language and help children broaden their learning experiences. The childminder effectively maintains the good quality of her provision and children's learning. She tracks and monitors children's development effectively, to ensure children make good progress. Safeguarding is effective. The childminder ensures the suitability of all adults in her household. She has a good awareness of the signs and symptoms that might indicate a child's welfare is at risk. The childminder fully understands the procedures to follow to help keep children safe. She maintains a safe environment. The childminder ensures that activities and outings are suitable and that hazards are promptly minimised or removed. Parents value the childminder and comment that they are very happy with the care and learning opportunities she provides for their children.

Quality of teaching, learning and assessment is good

The childminder interacts with children well and effectively supports their focus and attention. For example, she follows children's interests, asks many questions and gives clear explanations when needed to help children to understand. The childminder offers experiences that help children to learn about number value. For example, they talk about one and two cups of tea and one teaspoon of sugar. The childminder encourages children to learn about technology. For instance, she gives children opportunities to use electronic devices. The childminder provides good opportunities for children to develop their imaginations and make links with real-life experiences in their creative play.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and nurturing environment. She relates warmly with children and is very sensitive towards meeting their needs, to help them feel secure. The childminder acknowledges children's contributions positively. She responds well to children and helps them feel safe and confident to share their views about the activities they take part in and enjoy. The childminder supports children's emotional well-being effectively. For instance, she listens and responds to children's requests and acknowledges their feelings well. The childminder is a good role model. She encourages children to take turns, share, and understand and respect each other's similarities and differences.

Outcomes for children are good

All children are keen learners. They are happy, interested and engage well in their play and learning. Children are comfortable and secure in the childminder's care and develop good social skills and speak confidently. They are independent, for example, children carry out simple tasks for themselves. Children explore opportunities to practise their early writing skills and enjoy books. They cooperate well and learn to value others. They gain key skills for the future and are prepared well for the next stages in their learning.

Setting details

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| Unique reference number | EY387956 |
| Local authority | Greenwich |
| Inspection number | 1068923 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 3 - 4 |
| Total number of places | 5 |
| Number of children on roll | 1 |
| Name of registered person | |
| Date of previous inspection | 25 March 2014 |
| Telephone number | |

The childminder registered in 2009. She lives in Woolwich, in the London Borough of Greenwich. The childminder offers care from 7.30am to 6pm, Monday to Friday all year round. The childminder has a level 3 childcare qualification.

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Piccadilly Gate
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Manchester
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