

# Childminder Report

**Inspection date**

5 January 2018

Previous inspection date

17 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 evaluates her provision effectively and makes continuous improvements. For example, she has implemented more natural resources for children to explore and investigate. She keeps up to date with safeguarding training.
- The childminder interacts with children very well. She plans interesting activities that encourage all children to move on in their learning, overall. The childminder helps children to make good progress in all areas.
- Partnerships with parents and other professionals are very effective. Information is regularly exchanged to help the childminder plan for the children's interests and meet their needs. Parents are pleased with the progress their children make.
- The childminder constantly gives the children her time and attention, and has very warm and positive relationships with them. Children behave well.
- The childminder provides opportunities for the children to enjoy freshly prepared nutritious food from around the world. She enables children to really enjoy their day.

### It is not yet outstanding because:

- Sometimes, the resources and play equipment are not organised in a way to help all children easily choose what they want to play with to fully support their independence.
- On occasions, the childminder does not always make the best of opportunities during play activities to extend children's physical development.

## What the setting needs to do to improve further

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

- provide even more opportunities to help develop children's independence in initiating their own play and learning
- continue to develop more physically challenging opportunities for children.

### Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector read parents' reviews and considered their comments.
- The inspector observed the childminder's interactions with children and discussed the effectiveness of the activities with her.
- The inspector discussed the childminder's self-evaluation process with her.
- The inspector reviewed a sample of relevant documents.

### Inspector

Penelope Redwood

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures and the action she would take if concerned for a child's welfare. The childminder makes good use of information from childcare professionals to help develop her skills and knowledge. She is proactive in seeking out training to support her professional development. For example, she attends training based on the needs of the children. This helps support her effective teaching. The childminder works very closely with parents to support children's learning at home. Parents are happy with the nurturing environment the childminder provides and say their children make good progress. The childminder monitors the work of her assistant to ensure continuity.

### Quality of teaching, learning and assessment is good

The childminder supports children in their play and learning, overall. For example, she follows the children's interests in seeing how things work, when they play with the trains, they chat about the wheel mechanisms. The childminder provides appropriate resources that help support children's skills. For example, she provides large trays of coloured rice so they can practise pouring and weighing with different-sized containers. The childminder uses mathematical language in play, such as confirming the numbers on scales and watch faces, and counting the toy cars in sequence. The childminder helps children to develop literacy skills, for example, she supports them to find the letters in their name around the environment.

### Personal development, behaviour and welfare are good

Children happily and confidently seek out the childminder for support and attention, and they enjoy cuddles. The childminder encourages the children to learn good hygiene routines, such as washing hands before eating. Children behave well. The childminder provides consistent behavioural expectations and is a very positive role model. She encourages children to learn about the world in which they live. For example, she cooks healthy food from around the world which the children really enjoy. They are helped to gain good social skills when they visit local children's groups and feed the ducks at the park. The childminder helps children learn to stay safe, such as when crossing the road.

### Outcomes for children are good

All children develop the skills to help prepare them for their next stage of learning at pre-school or school. They develop good early writing skills as they draw and make marks with pens on paper. Children behave well and are, generally, encouraged to be independent. For example, when they go outside, they put on their coats and shoes. They are confident and motivated learners. Children are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY258131
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1115362
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	

The childminder registered in 2003. The childminder operates all year round, from 8am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder receives early years funding for two-, three- and four-year-olds. The childminder has a relevant level 3 early years qualification and she works with an assistant.

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Piccadilly Gate  
Store St  
Manchester  
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