

# Childminder Report

**Inspection date**

5 February 2018

Previous inspection date

4 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 and her assistants' warm and caring approach helps to promote children's emotional well-being. The childminder gathers good information from parents when children first start and uses this information well to help children settle smoothly. Children are happy and have a strong sense of belonging in the welcoming provision.
- Children enjoy the activities the childminder and her assistants offer, and are eager to participate. They individually tailor them to the children's needs. This helps children to achieve their next steps and make good progress in their learning from their starting points.
- Children enjoy daily outings to the local community and playgroups. The childminder uses these to provide the opportunity for children to mix with a larger group of children and to learn new skills, such as making friendships with others. Children learn well about other people and the world around them.

### It is not yet outstanding because:

- The childminder does not plan the indoor environment as effectively as possible, to provide children with the best opportunities to explore the resources available and help promote their independence further.
- Although the childminder evaluates her practice, this is not as effective as it could be, to routinely take into account the views of parents and children, to help identify areas to develop even further.

## What the setting needs to do to improve further

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

- review the organisation of space and resources indoors, to encourage children to be more independent in their play and help them extend their learning experiences
- continue to develop the self-evaluation process, and develop ways for parents and children to regularly contribute their views, to help improve and develop the setting further.

### Inspection activities

- The inspector looked at the areas of premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and her assistants, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

### Inspector

Anja Eribake

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her assistants ensure that children play in a safe and secure environment. They identify and minimise risks within the home to keep children safe. Safeguarding is effective. The childminder fully understands the procedures for recognising and dealing with concerns, to promote and safeguard children's welfare, and ensures her assistants are clear about their responsibilities. The childminder works well with her assistants. They regularly review practice through discussion and share ideas about how to improve, as well as reading professional magazines to keep up to date and make positive changes to the quality of teaching. The childminder works together with other settings children attend. She uses the shared information to help plan for the children's needs and to provide continuity in their care and learning.

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

The childminder and her assistants plan activities well using their observations of children to incorporate their next steps and interests. For example, children enjoy playing with the ice cubes in the garden. They explore well, feeling them and using different tools to add and transfer colour, and observe how the ice becomes coloured water. An assistant thoughtfully provides pine cones for the younger children who are interested in using the paint for print. Children enjoy listening to stories, looking at the pictures and helping to turn the pages. This helps them to develop their literacy skills. The childminder regularly shares the children's progress with their parents, to help them continue children's learning at home.

### Personal development, behaviour and welfare are good

Children regularly enjoy playing in the childminder's garden. They have good opportunities to be physically active and enjoy the fresh air and exercise. Children receive good support from the childminder and her assistants to manage their self-care skills well. They know to wash their hands after toileting and when coming in from the garden. Children are encouraged to take turns and share. They develop respectful friendships and play well together, learning from each other. The childminder and her assistants consistently offer words of praise and encouragement to children. This helps build their confidence and self-esteem. Children behave well and learn what is expected of them.

### Outcomes for children are good

Children make good progress, including those who come in with lower starting points. They demonstrate positive attitudes towards learning, are attentive and show increasing levels of concentration. Older children use their imagination to create designs using building blocks and discuss the differences. The younger children eagerly imitate the older ones, putting one brick on top of another. Children become independent learners and gain valuable skills needed for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY340628
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1122699
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 December 2015
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Welling, Kent. Her provision operates for over 45 weeks a year, all day from Monday to Friday, with the exception of bank holidays. The childminder works with assistants.

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