

# Childminder Report

**Inspection date**

13 March 2018

Previous inspection date

25 November 2015

<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 creates a calm and relaxing environment where children happily explore a wide range of toys and activities to support all areas of their learning and development.
- The childminder regularly takes children to various local community play sessions to support children's social and physical development. She places a strong emphasis on helping children learn and develop their knowledge about nature.
- Children are happy, settled and enjoy their time with the childminder. There are warm and secure attachments between the children and the childminder. The childminder supports children's emotional well-being very well.
- The childminder supports children's communication and language skills effectively. She gives children plenty of time to respond to her open questions and comments. Children are articulate communicators.

### It is not yet outstanding because:

- The childminder does not effectively gather ongoing information from parents about their children's learning from home. This does not fully support her assessment of planning activities to enhance children's progress even further.
- The childminder does not fully focus on her professional development to enhance her teaching skills and knowledge of assessments to support the best outcomes for children.

## What the setting needs to do to improve further

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

- encourage parents to share more ongoing information about children's learning from home
- make the most of professional development activities to raise the quality of teaching and knowledge of assessments to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and the childminder jointly evaluated an activity together.
- The inspector held discussions with the childminder and the children during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of those living on the premises and of the qualifications of the childminder.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has completed all mandatory training required for maintaining her registration. This helps to support her in promoting children's safety and welfare. The childminder seeks the views of parents to help her reflect on the service she provides. Written comments by parents are positive. The childminder also closely tracks children's learning and development to make sure they progress well. She plans appropriate activities to help narrow any gaps in their learning. Safeguarding is effective. The childminder ensures that her knowledge is up to date and this also includes wider aspects of safeguarding children, such as being exposed to extreme views and ideas. She is clear what procedures she must take if she has a concern about a child in her care.

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

The childminder makes good use of her observations to make appropriate assessments and to plan for children's next stage of learning. She knows she must complete a progress check on all children who are in her care and are between two and three years of age. She shares this check with parents to keep them up to date about their children's development. The childminder successfully adapts her teaching to support children who lose concentration during some activities. For example, during a storytelling activity, the childminder asks the children to find characters and objects in the story to help them remain engaged and focused on the story. Children respond immediately and have a renewed interest in the story. This helps to support children's interest in books and to develop their literacy and concentration skills.

### Personal development, behaviour and welfare are good

The childminder effectively promotes children's good health. For example, she offers healthy snacks and meals and works closely with parents to meet children's individual dietary needs. Children recognise when they are thirsty and have access to their own drinks. Children are physically active and have plenty of opportunities to play outdoors in the fresh air. The childminder takes children to play with other children of a similar age at local play sessions. This helps children to develop their social skills and learn to take turns and share toys. The childminder helps children to develop an understanding of what she expects from them. Children's behaviour is good.

### Outcomes for children are good

Children develop many skills in readiness for the next stage in their learning and for their eventual move on to school. They are making good progress from their starting points. Children are curious and active learners. They independently select toys of their choice and manage their own personal hygiene routines, such as toileting. Children use tools confidently during play dough activities. They complete simple shapes puzzles to support their mathematical development. They confidently name shapes, such as 'circle', 'square' and 'triangle'. Children develop their imaginative skills well. They enjoy dressing up and sing songs. They enjoy the company of the childminder and invite her into their play.

## Setting details

<b>Unique reference number</b>	109998
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1125600
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	

The childminder registered in 1992 and lives in Charlton, London. She operates all year round from 7.30am to 6pm from Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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