

Childminder Report

Inspection date

14 March 2018

Previous inspection date

30 September 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 shares information with parents about the progress their children are making once their children have settled into her care. She links well with newly established early years settings that children also attend, to plan activities to support children's continued learning.
- Children are happy and settled, and on arrival to the childminder's home they quickly engage in their chosen activities.
- Children are inquisitive and want to explore the wide range of available toys and activities.
- Toddlers have very good pencil control. They confidently make marks on different surfaces and particularly concentrate very well when colouring on paper.

It is not yet outstanding because:

- The childminder does not swiftly seek, gather and identify children's starting points in learning. She does not seek detailed information from parents and other early years settings that children have attended regarding children's prior learning.
- On occasions, the childminder's interaction and engagement with children is not as effective as at other times.
- Although, the childminder updates her knowledge, she does not focus her professional development to enhance her assessment of the children's initial stage of progress and her teaching skills to the highest level.

What the setting needs to do to improve further

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

- gather in-depth information from parents about children's prior achievements at home and where children have previously attended other early years settings, and use the information to inform effective plans for children's learning on entry
- review teaching and the impact this has on the interactions and engagement with children, to consistently extend children's learning to the highest level
- target the programme of professional development to focus sharply on raising the overall quality of teaching and knowledge of children's assessment to the highest 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 and working on the premises and of the qualifications of the childminder and her assistant.
- The inspector spoke to a small number of parents and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding and knowledge of safeguarding procedures. She is aware of situations that present a risk to children, such as their exposure to extreme views. The childminder and her assistant have completed recent safeguarding training to ensure they consistently promote children's safety and welfare. The childminder monitors her assistant's professional development. She ensures he attends training to keep up to date with current practice and promote the best outcomes for children. The childminder has completed all mandatory training and she and her assistant hold a current paediatric first-aid qualification. Parents spoken to on the day of inspection comment how well their children have settled.

Quality of teaching, learning and assessment is good

The childminder makes good use of her observations of children to provide activities that she knows they are interested in and that extend their learning. She also provides plenty of time for children to freely explore their environment. She uses her teaching skills well to gently guide children to be more challenged in their play. For example, children line up bricks on the floor. The childminder gently suggests that they try and build a tower of bricks. She models this well. She praises the children as they 'have a go' and succeed in building their own tower. The childminder helps children develop their mathematical skills. She uses a pop-up toy in which children have shown an interest. The childminder helps the children to count the figures and recognise colours, such as red and green.

Personal development, behaviour and welfare are good

The childminder is calm and caring with the children. Their behaviour is good. Children build secure attachments with the childminder. They enjoy spending time with her. She responds well to them and meets their overall needs well. The childminder respects parents' wishes and supports children's health well. For example, she makes sure the food that parents provide is healthy and well balanced, and children's sleep routines are adhered to. Children develop their social skills well. For example, they learn to take turns and share toys, and talk about what they have done during the morning. Children also develop their physical skills well. They kick balls and handle books as they turn the pages with care.

Outcomes for children are good

Children make good progress in their learning. They listen and respond to adults, and are developing good communication skills. Children use programmable toys to learn about cause and effect. They press buttons to make sounds and join in with familiar nursery rhymes. Children enjoy imaginative play. They pretend to make cups of tea and use utensils and equipment appropriately. Children show good levels of independence. They help carry the plates to the kitchen after lunch. Older children manage their own personal needs, such as going to the toilet. Children are developing the necessary skills in readiness for the next stage in their learning and for their eventual move on to school.

Setting details

Unique reference number	EY458938
Local authority	Greenwich
Inspection number	1071544
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	12
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 September 2014
Telephone number	

The childminder registered in 2013 and lives in Thamesmead, London. She operates all year round, from 8am to 7pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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