

# Childminder Report

**Inspection date**

26 March 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 to help her make positive developments in her practice to benefit the children in her care. She actively involves the views of parents, children, her assistant and the early years adviser to help her drive improvements.
- The childminder is well qualified, experienced and has a secure understanding of how children learn. She carries out precise assessments of children's development and plans effectively for their next steps in learning.
- The childminder and her assistant work together effectively to meet children's needs.
- Children are well supported by the childminder and her assistant, who engage them in well-planned and motivating activities. Children make good progress in their learning.
- Children are happy and settle in quickly in the childminder's welcoming home. They learn to share and care for one another and behave well.
- Children are active and learn how to lead healthy lifestyles, including through daily opportunities for physical exercise outdoors.

### It is not yet outstanding because:

- The childminder does not make the best use of opportunities as they arise to help children who learn English as an additional language to hear, see and use their home language in their play, to build on their communication and language skills even further.
- The childminder does not consistently provide sufficient opportunities for children to explore a wide variety of technology resources for different purposes.

## What the setting needs to do to improve further

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

- build on current good opportunities for children to hear, use and see their home language in their play, to further enhance their communication and language skills
- provide greater opportunities for children to explore a range of technology resources for different purposes.

### Inspection activities

- The inspector had a tour of the areas of the childminder's home used for childminding.
- The inspector and the childminder evaluated the effectiveness of an activity together. The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during inspection.
- The inspector took account of the views of parents spoken to and provided in writing, on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder, her assistant and the household member, looked at a selection of policies and children's records, and discussed the childminder's self-evaluation process.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have attended child protection training to keep up to date with current legislation and procedures. They understand their duty to safeguard children and know how to report their concerns about children, to keep them safe. The childminder monitors the practice of her assistant effectively and provides a shared approach to their learning. The childminder keeps up to date with current research and regularly meets with other early years professionals. This helps her to share information about good childminding practice, which enhances her knowledge and understanding further. She develops effective partnership working with parents. For instance, she ensures that they regularly share information about children's learning from home and the setting, to provide consistency in children's development.

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

The childminder gathers detailed information about children's learning from parents when children first start. This helps her plan for their learning effectively from the beginning. She works well with her assistant, who actively contributes to planning, sharing information about children's interests and their stages of development. The childminder and her assistant encourage children to join in group activities to build on their learning experiences. For example, they read books together and search for the same objects in the environment. The childminder sings rhymes and encourages children to join in. She provides plenty of opportunities for children to extend their early mathematical skills. For instance, she encourages children to count and recognise numbers during play.

### Personal development, behaviour and welfare are good

The childminder makes regular risk assessments of her home and other places she visits with children. She explains to children how to keep safe as they play. The childminder is a positive role model and uses praises and encouragement to help support children's self-confidence. The childminder and her assistant teach children to value and respect each other's differences. They help children learn about different people and the communities in which they live. For example, they read stories about the wider world. The childminder keeps children active and ensures that they engage in daily physical exercise. She prepares healthy and nutritious meals and follows children's dietary requirements well.

### Outcomes for children are good

Children are happy and confident learners. They are kind and behave well. Children are eager to manage tasks for themselves and develop good independence skills. For example, they enjoy taking the lead and serve healthy snacks for their friends. Children make marks and expand on their early writing skills. They explore the outdoors with confidence. All children, including those learning English as an additional language, make good progress considering their starting points. They are well prepared for their next stage in their learning, such as for the move to nursery or school.

## Setting details

<b>Unique reference number</b>	EY495204
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	1031890
<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>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Eltham, in the London Borough of Greenwich. The childminder operates her service Monday to Friday from 7.30am to 6.30pm, 48 weeks a year. She holds a relevant teaching qualification at level 6. The childminder works with an assistant.

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