

Childminder Report

Inspection date

2 May 2018

Previous inspection date

21 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 successfully promotes children's emotional well-being. Effective partnerships with parents help her to gain a good understanding of children's experiences at home. She uses the information well to support continuity in children's learning and care. Children benefit from the childminder's gentle and positive interactions and they make good progress from their starting points.
- The childminder has precise knowledge of individual children's abilities. She reviews their progress regularly and shares information effectively with others, such as with health visitors to help identify and plan common goals in children's development and progress. These arrangements help to reduce gaps in children's learning.
- The childminder provides opportunities for children to learn to make marks, for instance, as they play with different materials, such as rice and sand. This helps to support their early literacy skills.
- The childminder reflects well on her practice and plans improvements effectively. She has successfully improved opportunities for children who learn best outdoors, to explore numbers as they play outside.

It is not yet outstanding because:

- The childminder has not considered further ways to support young children's participation fully during some activities.
- Occasionally, the childminder misses some opportunities to help children extend their thinking skills.

What the setting needs to do to improve further

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

- consider further ways to support young children's participation fully during activities
- make best use of opportunities to help children build on their thinking skills.

Inspection activities

- The inspector observed the children and how the childminder interacted with them.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the childminder at appropriate times.
- The inspector assessed the effectiveness of the childminder's self-evaluation process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The childminder aims high for all children. She carries out additional reading and research, and makes use of professional development opportunities to broaden her skills. For instance, recent training has helped her to strengthen her understanding of positive strategies to manage children's behaviour, including praise, which helps to support children's self-esteem. Children develop a consistent understanding of what is expected of them, such as using their 'walking feet' indoors. The childminder supervises children well to ensure their safety. She understands how to identify concerns to children's welfare and is confident about the procedures she needs to follow should she have concerns. Safeguarding is effective. Older children who move to school benefit from effective partnerships between the childminder, parents and school staff.

Quality of teaching, learning and assessment is good

The childminder stimulates children's creativity effectively. For example, older children learn to play musical instruments as they sing and copy actions. Younger children learn to move their bodies to the rhythm. The childminder supports opportunities for children to learn about different cultures, traditions and celebrations around the world. This helps children to extend on their understanding of the world. She provides opportunities for older children to learn to describe sizes, such as big and small. This helps to support their mathematical development. The childminder uses her knowledge and skills well to identify and plan for individual children's learning styles and interests. For instance, she understands how to support children's learning through play and activities that they enjoy.

Personal development, behaviour and welfare are good

The childminder is a good role model. She adopts good hygiene practices and children follow her lead. For example, older children show an awareness of good handwashing routines. The childminder teaches children to play cooperatively with each other. Younger children learn to share and older children learn to take account of the needs of others. The childminder supports young children's physical skills effectively. For example, they learn to scoop and transfer rice with a spoon as they play. Older children build on their self-help skills. For example, they independently get their coats and shoes on in preparation for outdoor play and confidently manage fasteners, such as zips.

Outcomes for children are good

All children, including those who speak English as an additional language, progress well in their communication and language development. Older children confidently use simple words and phrases, and they learn to sing along to familiar songs. Young children build on their vocabulary. For example, they learn to name fruits. Children build skills that help to support their progress toward the next stage in their learning.

Setting details

Unique reference number	EY342872
Local authority	Greenwich
Inspection number	1132748
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	21 February 2018
Telephone number	

The childminder registered in 2006. She lives in Woolwich, in the London Borough of Greenwich. The childminder provides childcare all day on weekdays, for most of the year.

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