

Childminder Report

Inspection date	23 May 2018
Previous inspection date	23 September 2015

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

- Children settle well in the welcoming learning environment and feel safe and secure. The childminder pays careful attention to children's individual care needs when they start, to help them settle with ease.
- The childminder uses highly effective teaching strategies to support children's early mathematical development. For example, children learn about pairs and simple fractions such as halves and quarters through enjoyable activities, such as role play.
- The childminder is well organised and ensures that all welfare requirements are met. She deploys herself well and carries out regular safety checks of her play areas to identify and minimise any hazards to children's play.
- The childminder builds good relationships with parents and frequently shares information about children's care and learning. This helps to strengthen consistency and continuity in children's care and learning.

It is not yet outstanding because:

- On occasion, the childminder misses opportunities to enable children to choose easily from the range of resources available, to encourage their independence further.
- Children have few opportunities to extend their understanding of the world further, such as by exploring natural materials in their everyday play.

What the setting needs to do to improve further

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

- review and improve the organisation of resources to help children become more independent in their play
- increase opportunities for children to build on their understanding of the world, for example, by providing a range of natural materials to explore.

Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector viewed documentation, such as evidence of household members' suitability and the childminder's paediatric first-aid qualification.
- The inspector discussed with the childminder how she evaluates her practice and her plans for improvement.
- The inspector viewed areas in the property used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of her responsibility to protect the welfare of children and the procedures to follow if she has any concerns about a child in her care. The childminder maintains documentation on children as required and shares this with parents to help support children's welfare. She works closely with other childminders and attends regular training to help keep her knowledge and skills up to date. For example, the childminder has developed her understanding of appropriate behaviour management strategies for different age groups of children and this has had a positive impact on the way children behave. The childminder obtains the views of parents and other early years experts to help her identify areas to improve and build on children's outcomes.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's individual learning needs and abilities. She plans a range of activities and experiences and interacts effectively with children to extend their learning. For example, children become excited and actively engaged as they role play tea parties with the childminder. The childminder asks thought-provoking questions and encourages children to talk about familiar situations to help build on their communication and language skills. She uses her skills and knowledge well to develop children's understanding of mathematical concepts, such as early calculation. For example, she supports children to sort toy fish into colours and pairs and calculate how many they have.

Personal development, behaviour and welfare are good

The childminder discusses the importance of staying safe with children and extends this in role-play activities to help increase their awareness of risks and how to manage them. Children are provided with healthy snacks and meals, and regular opportunities to be active. For example, the childminder makes good use of her garden and local amenities such as parks and woodlands to help support children's physical well-being. She encourages children to share and take turns and respect one another. This contributes positively to the way children behave.

Outcomes for children are good

Children are confident, happy and sociable. For example, they welcome visitors and introduce themselves. Children communicate confidently and express their views as they make decisions about their play activities. They develop a good understanding of mathematical concepts, such as number, space and size. For example, they confidently count and compare sizes. Children gain useful skills for their next stage of learning, including starting school.

Setting details

Unique reference number	115561
Local authority	Bexley
Inspection number	1126663
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	23 September 2015
Telephone number	

The childminder registered in 1999. She lives in the Bexley area of Kent. She operates all year round, Monday to Friday, except bank holidays. The childminder holds a relevant early years qualification at level 3.

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