

# Childminder Report

**Inspection date**

11 June 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 supports young children's emotional well-being effectively. For instance, she carries out extra research and reading on 'attachments' and uses her knowledge and skills well to plan effectively for children who need support to settle in with her. Children form secure bonds with the childminder.
- Children build on their communication and language development. The childminder supports older children well to help them understand the meanings of words, such as 'backwards' and 'forwards'. She describes what young children do and helps them learn to name objects. This helps them to extend their vocabulary. Children make good progress from their starting points.
- The childminder reviews and updates her policies and procedures regularly. She shares information about the early years foundation stage with parents and keeps them informed of any changes to the legislation that underpins her practice.

### It is not yet outstanding because:

- The childminder has not developed highly effective partnerships with other settings that children also attend, to further enhance continuity in children's learning experiences.
- The childminder does not make the most of all opportunities to challenge and extend children's thinking skills.

## What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children attend, to further enhance continuity in children's learning experiences
- make best use of opportunities to challenge and fully extend children's thinking skills.

### Inspection activities

- The inspector observed the children and how the childminder interacted with them.
- The inspector took account of the views of parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector carried out a joint evaluation of an activity with the childminder, and assessed the quality of teaching practice.
- The inspector held discussions with the childminder at appropriate times.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is conscientious. She evaluates her provision effectively and plans well for improvements to achieve good standards in children's learning and care. Safeguarding is effective. The childminder has a secure knowledge of the signs and symptoms that indicate concerns for children's welfare and the action to take to protect children from harm and abuse. She monitors individual children's progress regularly and identifies areas in which they need further support to catch up with others. She works effectively in partnerships with parents to plan the next steps in children's learning and promote their achievement.

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

The childminder supports children well to extend their understanding of the world. She provides opportunities for them to visit the local farm. They learn to care for plants in the childminder's garden. Children curiously query about a delivery van that they spot on the way to school. The childminder takes account of their emerging interest and stops to show them what is being delivered. The childminder provides interesting opportunities to support children's creativity. Children eagerly explore making prints with vegetables using paints. The childminder supports children's mathematical development well. For instance, young children learn to stack cups of different sizes, starting with the largest. Older children learn to count their fingers.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment for children, indoors and outdoors. Children are busy, engaged and motivated to explore. They build positive relationships with each other and learn to take account of the needs of others. For instance, the childminder teaches them to wait for their turn while they explore the slide and tricycles outdoors. She teaches them to apologise when they make a mistake. The childminder praises children for their efforts. For instance, when children practise twirling a hoop around their waist, she says, 'Oh wow! You are very good with that'. Children feel encouraged, build confidence in their abilities and develop positive self-esteem.

### Outcomes for children are good

Children learn to care for their personal needs. For instance, older children learn to make their own sandwich. They help themselves independently to a drink from the water dispenser. Young children build on their physical skills. For instance, they learn to pick up small pieces of fruit, such as raisins, with their fingers and learn to feed themselves. Children build skills that help to prepare them for the next stages in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY498273
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1048138
<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 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Bexleyheath, in the London Borough of Bexley. The childminder works all day on weekdays, for most of the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
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