

# Childminder Report

**Inspection date**

25 June 2018

Previous inspection date

10 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is a good role model for children. She encourages them to share and take turns to help them understand her expectations. Children's behaviour is good.
- Children are keen learners. They enjoy exploring the range of toys available and learn to make independent choices in their play. Outcomes for children are good.
- Children form a close bond with the childminder and develop secure friendships with one another. For example, they look for the childminder when she is not nearby and play together happily, giggling as they crawl through tunnels.
- The childminder's programme for professional development is effective. She constantly seeks ways to improve her knowledge and keeps up to date with any relevant changes.
- Parents are very pleased with the level of care their children receive. They comment on how the childminder teaches their children to show respect towards others and helps them to develop important skills to aid their future learning.

### It is not yet outstanding because:

- Although the childminder makes observations of children and plans next steps in learning, she does not always use this information consistently to maximise children's learning and progress.
- Occasionally, the childminder misses opportunities to extend children's interest in numbers and counting, and develop further their mathematical understanding.

## What the setting needs to do to improve further

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

- use assessment of children's learning more precisely to help raise the potential for them to make even better progress
- use opportunities as they occur to help children develop their mathematical understanding further.

### Inspection activities

- The inspector viewed the areas of the childminder's home used for childminding purposes and looked at how the childminder ensures children's safety.
- The inspector sampled the childminder's observations, planning and assessments, checked attendance registers and reviewed the childminder's self-evaluation records.
- The inspector checked evidence of the childminder's suitability and qualifications. She also sampled policies and procedures.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector held conversations with the childminder and spoke with the children during the inspection. She sampled written feedback from parents.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the signs and symptoms which will alert her that a child might be at risk of harm or neglect. She attends regular safeguarding training and knows the procedures to follow if she has any concerns about a child's welfare. The childminder monitors and evaluates the quality of her provision and practice well. This enables her to maintain good standards of learning and care for children. The childminder has successfully addressed the recommendation from her last inspection. For example, she has improved opportunities for children to experience interactive resources and promote their awareness of technology.

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

The childminder interacts with children very well. She provides toys, resources and activities that interest and engage children. For example, the childminder provides water play and children excitedly join in, splash, stir and make bubbles. The childminder extends children's learning skilfully and increases their level of engagement. For instance, she provides different brushes which the children use to make marks on the floor. She uses this opportunity well to enhance children's communication and language skills, such as by asking questions and providing them with time to think and respond. She talks to the children about 'lots of bubbles', 'big bubbles' and 'little bubbles' to extend their vocabulary and promote their speaking. The childminder provides opportunities for children to explore with puzzles and develop their finger muscles.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and promotes children's emotional well-being effectively. For example, children run to the childminder to give her cuddles. They approach the childminder confidently and ask for support. The childminder helps children to settle with ease. She offers appropriate praise and encouragement, and children enjoy this positive attention. The childminder caters well for children's individual care routines, such as rest times. She works closely with parents and other early years settings that also provide care for children to support their continuity in care and learning. The childminder supports children's health and well-being effectively. She provides a balanced diet and children benefit from physical activities. The childminder helps children to value each other and to understand similarities and differences.

### Outcomes for children are good

All children make good progress from their starting points. They enjoy exploring the environment and the different experiences available. For example, children enjoy books and investigating mechanical toys. Children are becoming increasingly independent. For example, they access and choose activities easily, put on their hats and learn to feed themselves. They are self-motivated and confident. All children gain the essential skills they need for their future learning and, eventually, the move to school.

## Setting details

<b>Unique reference number</b>	EY314546
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1129371
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 September 2015
<b>Telephone number</b>	

The childminder registered in 2005 and lives in West Wickham, in the London Borough of Bromley. She operates for most of the year from 8am to 6.30pm, Monday to Thursday. The childminder has a relevant qualification at level 3. She provides funded early education for three- and four-year-old children.

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