

Childminder report

Inspection date	6 September 2018
Previous inspection date	1 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder has a good understanding of how children develop and applies her knowledge and skills well, to support their learning through play. For instance, she plans small-group activities to help support children's interactions with each other. All children, including those who start at the setting after a break, settle well in her care.
- The childminder supports children's communication and language skills effectively. Children learn to share their experiences, with each other. For instance, they state that they enjoy riding their scooter. Children who speak more than one language learn new vocabulary successfully. Children make good progress from their starting points.
- Children develop a healthy lifestyle. The childminder provides regular opportunities for them to explore outdoors and supports them well to help them learn to make healthy choices. Children squeal with excitement, for instance, as they learn to pass a ball to each other. They are motivated to be physically active.
- The childminder prioritises children's safety. For instance, she teaches children simple rules that help them to learn to keep themselves safe on outings. She provides regular opportunities for children to learn the procedures to follow, should they need to leave the premises in an emergency.

It is not yet outstanding because:

- The childminder has not fully strengthened opportunities for children to build on their early reading skills. For instance, books are not always readily available for children's self-choice.
- The childminder has not explored further ways to support parents' active contribution to the self-evaluation process and the setting's continued improvement.

What the setting needs to do to improve further

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

- strengthen opportunities for children to build on their early reading skills
- explore further ways to support parents' active contribution to the self-evaluation process and the setting's continued improvement.

Inspection activities

- The inspector observed the children and the childminder's interactions 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 observed an activity with the childminder and assessed how she reviews her practice.
- The inspector held discussions with the childminder at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection issues. She has updated her knowledge of safeguarding guidelines, for example, through training. She knows how to refer concerns, for instance, if children were to display extreme behaviours. The childminder reflects well on her practice. She shares information with other childminders to help keep up to date with current legislation and to plan positive changes to her practice. Since the previous inspection, she has improved opportunities for children to build on their independence. For instance, children learn to put their shoes on in preparation for outdoor play. She uses her knowledge and experience well, for instance, to support children's social skills and their emotional well-being. Children thrive in a safe and caring environment.

Quality of teaching, learning and assessment is good

The childminder stimulates children's creativity effectively. For instance, children use their imagination to make ice lollies with play dough. She introduces them to the names of animals as they cut out shapes of dogs, cats and dinosaurs from the play dough. The childminder builds on young children's understanding of the world successfully. She supports children's early counting skills well. For instance, children know that three comes after two and show excitement as they prepare to come down the slide at the count of three. The childminder has regular discussions with parents about children's emerging interests and achievements. This helps them to plan together for children's needs. The childminder assesses and monitors children's progress regularly and uses the information effectively to develop precise next steps in their learning. The quality of teaching practice is consistently good.

Personal development, behaviour and welfare are good

The childminder helps children learn to take account of the needs of others. For example, children learn to share resources with each other as they play a shopping game. Children form positive relationships with each other and the childminder. They are emotionally secure. She praises them for their efforts. For instance, she says 'you are very clever'. Children build confidence in their abilities and positive self-esteem. The childminder works closely with parents to help young children build a good understanding of routines, such as, learning to use the toilet independently. Children benefit from continuity in their experiences. The childminder provides opportunities for children to learn about the wider community. For instance, she takes them on outings to places where they have opportunities to meet people from different backgrounds. She introduces them to celebrations from around the world. Children learn to value differences successfully.

Outcomes for children are good

Children learn to operate simple mechanisms, such as by, turning knobs and pushing buttons. They curiously open and close a toy electronic kettle and listen to the sounds. They develop good knowledge and understanding of the use of technology. Children progress well in their physical, communication and social skills. They are prepared well for the next stages in their learning.

Setting details

Unique reference number	136622
Local authority	Bromley
Inspection number	10061889
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 February 2016

The childminder registered in 1998. She lives in Beckenham, Kent. She provides child care all day, on week days, 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

