

# Childminder report

<b>Inspection date</b>	1 November 2018
Previous inspection date	4 November 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 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 evaluates her service effectively. She seeks feedback from parents to help assess the quality of the service. This helps her to maintain good standards and make continuous improvements.
- The childminder provides effective supervision to her assistant. She shares information to help her assistant understand how children learn and supports her to meet their individual care needs. This helps all children to make good progress from their starting points.
- The childminder and her assistant contribute to children's good social and emotional development. They build warm relationships with children and help them to gain confidence as they settle in. Children's emotional well-being is supported well.
- The childminder provides a well-organised learning environment. Children show that they enjoy using the resources available and make choices about what to do. This helps them to become independent learners and prepares them well for their moves to school.
- Parents write positive comments about the childminder and value the care that their children receive.

### It is not yet outstanding because:

- The childminder does not provide consistent opportunities for children to develop the languages they hear at home.
- The childminder does not closely consider how to support children to explore the similarities and differences between each other or their own family backgrounds.

## What the setting needs to do to improve further

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

- extend opportunities for children to recognise or use the languages they hear at home
- enhance children's understanding of the similarities and differences between each other and support them to celebrate their heritage and backgrounds further.

### Inspection activities

- The inspector assessed the quality of interactions between the childminder, her assistant and children and the impact of these on children's learning.
- The inspector jointly observed and discussed a child's activity with the childminder.
- The inspector reviewed documents, including records of children's learning, staff's suitability, policies and procedures and documents relating to children's safety and health.
- The inspector spoke with the childminder, her assistant and children at appropriate times and read written testimonials from parents during the inspection visit.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates good safeguarding knowledge and understands the potential risks posed to children. She knows how to respond if she has concerns about a child's welfare. The childminder takes steps to ensure her assistant can help to assure children's safety and welfare. For example, she arranges training for her to complete and shares information about policies and procedures, such as behaviour management. The childminder demonstrates a commitment to her professional development and attends workshops to further improve her teaching skills and develop her service. For instance, she has increased her understanding of how to plan activities and assess children's learning. The childminder monitors the effectiveness of her service well. She is currently considering the use of technology to share information about children's learning with parents.

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

The childminder and her assistant interact with children well and respond to the choices they make. The childminder and her assistant contribute well to children's early literacy skills. For example, they ask children questions about characters and events in books that they share and link stories to the toys that children play with. Children demonstrate their mathematical skills and use their imaginations as they count and sort animals during role play. The childminder and her assistant support children to develop an understanding of nature and the wider world. For instance, they recall a visit to the honey farm and discuss how bees collect nectar. The childminder regularly reviews the progress of children and shares her accurate assessments with parents. This helps her to identify and address potential gaps in children's learning.

### Personal development, behaviour and welfare are good

The childminder and her assistant build close bonds with children and know them well. The childminder helps children to learn good social skills, for instance, as they visit local playgroups. Children behave well and play together cooperatively. They demonstrate that they quickly gain confidence as they interact with unfamiliar adults. Children quickly learn how to respond to their own physical needs. For example, younger children wash their hands after independently using the toilet. The childminder confidently cares for children who need additional support. She works well with parents and other professionals and tailors her service to meet children's individual needs effectively. The childminder has systems to help assure children's welfare. For example she completes regular risk assessments and attends training to raise her awareness about potential risks to children's health and physical well-being.

### Outcomes for children are good

Toddlers enjoy snuggling in to adults as they listen to stories, pointing at characters or objects that they recognise. Children show that they learn good hygiene habits as they clean their hands after blowing their noses. They begin to understand the importance of taking care of the natural environment as they correctly use colour-coded recycling bins. Children make good progress and are well prepared for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY375209
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10061529
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	4 November 2015

The childminder registered in 2008 and lives in the Welling area of the London Borough of Bexley. She operates for most of the year from 7.30am to 6pm, Monday to Friday. She holds an appropriate early years qualification at level 3. The childminder employs two assistants and works with one each day. She provides funded early years education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store Street  
Manchester  
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