

Childminder report

Inspection date	27 November 2018
Previous inspection date	24 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

This provision is good

- The childminder gets to know individual children well. This helps children settle quickly, happily and confidently into their play. Children have positive levels of well-being.
- Children have good opportunities to develop their mathematical skills to support their future learning. For example, they count as they play with confidence.
- There are good opportunities for children to develop their understanding of the importance of healthy eating. For instance, they are keen to harvest their own healthy produce, like spinach and courgettes.
- The childminder effectively reviews her practice. She evaluates the day's events and uses her findings to support her future activity plans. This helps keep children motivated to learn and continue to make good progress.
- Children have good opportunities to learn about other people's similarities and differences. For example, they learn about traditions of other faiths, such as Islam.
- The childminder supports children to develop good communication skills, such as, she asks them challenging questions and gives them time to think and then respond.
- The childminder does not make the most out of opportunities to communicate with other early years professionals more consistently.
- The childminder misses some opportunities to extend children's interest and skills in early reading experiences.

What the setting needs to do to improve further

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

- build on the relationships with other early years professionals at settings that children also attend to strengthen their consistency of their shared care and learning experiences further.
- extend children's opportunities to develop their early reading skills to support their future learning even further.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, such as children's progress reports, and policies and procedures.
- The inspector spoke with children and the childminder at convenient times.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The childminder is keen to keep up to date with new early years updates and build on her knowledge and skills even further. The childminder attends training beneficial to her practice. For example, she has learnt about the different ways to support two-year-old children to enjoy their play. The childminder has used her learning to make positive changes to her practice, such as introducing new activity ideas to interest younger children. The childminder establishes positive partnerships with parents and helps keep them involved in their children's learning. For instance, she encourages them to add to their children's progress records and shares their achievements daily. Safeguarding is effective. The childminder has a good knowledge of the safeguarding and child protection procedures to follow to help keep children safe and protect their welfare. This includes knowing the ratio she is required to meet. The childminder supervises all children effectively, this includes during walks to pick up older children from school. The childminder knows the importance of never leaving children unsupervised or in the care of any unauthorised adults. The childminder records and closely monitors children's attendance.

Quality of teaching, learning and assessment is good

The childminder closely monitors and tracks children's individual progress. This enables her to highlight any gaps in their development promptly and provide children with good support to help close them. The childminder skilfully builds on children's interests and ideas. For example, children who are excited by a story about birds, go on to visit the duck pond and look at different types of birds as they feed the geese. The childminder helps children to prepare for their eventual move on to school well. For example, children confidently give meaning to marks they make as they paint and draw.

Personal development, behaviour and welfare are good

Children are polite and behave well. For example, children say 'please' and 'thank you' without reminders. Children develop good social skills and build meaningful friendships. For example, they play happily together and take turns and share resources maturely. Children develop good physical skills. For example, they confidently negotiate larger climbing and balancing equipment at regular trips to the park.

Outcomes for children are good

All children, including those who speak English as an additional language make good progress in relation to their individual starting points. For example, children learn key words in other languages, such as 'hello' in French and Lithuanian. Children develop good skills to support their future learning. They are independent to choose their own play and find their own belongings. Children develop a good understanding of how things work. For example, they enjoy a wide range of technology, such as remote-control toys.

Setting details

Unique reference number	EY384893
Local authority	Greenwich
Inspection number	10074183
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 February 2016

The childminder registered in 2009 and lives in the London Borough of Greenwich. She minds children Monday to Friday, from 7am to 7pm, all year around. The childminder receives funding to provide free early education for children aged two-, three- and four years.

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