

# Childminder report

<b>Inspection date</b>	12 December 2018
Previous inspection date	18 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

### **This provision is good**

- The childminder provides a welcoming and well-organised play environment. She encourages children to make choices from a range of resources and be as independent as possible.
- The childminder gets to know children well when they start. She observes them as they play and assesses their starting points in learning. The childminder plans exciting and challenging activities that children will enjoy. Children make good progress.
- Parents are positive about the service the childminder provides. The childminder exchanges daily information with parents to support children's ongoing care and welfare.
- The childminder undertakes effective risk assessments to help children to play safely in the home. She enhances children's awareness of how to stay safe. For example, children learn to cross the road on the way to nursery and to tidy away small equipment not suitable for younger children.
- Children's emotional well-being is supported proficiently. The childminder is extremely attentive, she offers reassurance and regularly gives praise to children.
- The childminder does not share precise information with parents to further support a shared approach to children's learning and development.
- Recent improvements for recording children's progress are in the early stage of development. On occasions, the childminder does not identify gaps in children's learning as quickly as possible.

## What the setting needs to do to improve further

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

- explore ways of sharing more precise information with parents to support continuity and build on their children's learning
- embed the new systems fully to ensure children's progress is monitored effectively and any gaps in their learning are identified more rapidly.

### Inspection activities

- The inspector observed the childminder interacting with children and the quality of teaching.
- The inspector sampled documentation, including children's developmental records, policies and procedures.
- The inspector took account of the written views of parents.
- The inspector checked areas of the premises used for childminding and the suitability of adults in the household.
- The inspector held discussions with the childminder at appropriate times during the inspection.

**Inspector**  
Helen Craig

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her practice and has addressed the recommendations that were made at her last inspection. For example, the environment is carefully organised to provide children access to resources that they want to play with. The arrangements for safeguarding are effective. The childminder ensures suitability checks are completed for her assistant and other adults in the home. She demonstrates an understanding of safeguarding and her responsibility to keep children safe. The childminder knows the procedures to follow if she has any concerns about a child's welfare. The childminder and her assistant discuss children's development and how they plan to support this. She shares training with her assistant to support her knowledge and to extend her skills. The childminder shares children's progress with parents. She has developed good partnership working with other settings. For example, she shares information and children's next steps in learning to ensure continuity in children's care and learning.

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

The quality of teaching is consistently strong. The childminder plans exciting and challenging activities that interest children and enhance their learning. She uses opportunities to support children's communication and language development. For example, younger children share stories and sing rhymes. Older children recall their experiences at nursery and engage in conversations during activities and mealtimes. Mathematical concepts are introduced during everyday experiences. For instance, older children count carrot sticks as they share them at lunch time and keep a tally of goals as they play football. Younger children count the legs on the farm animals, sort them into groups and look at patterns on a zebra and leopard. The childminder joins in playing with the children. She uses skilful questioning and extends children's language.

### Personal development, behaviour and welfare are good

The childminder is polite and caring in her interactions with children. She supports children to develop positive relationships with herself and each other. Children listen to the childminder and behave well. All children demonstrate a good understanding of hygiene and manage their personal care needs well. Children wash their hands after playing in the garden and before food, and older children blow their own noses. Children learn about the importance of being physically active and healthy lifestyles. They enjoy daily access to the garden with opportunities to challenge their physical skills. Younger children attend groups in the local community to help enhance their physical and social development. The childminder prepares healthy meals and snacks. She promotes important messages to children to extend their knowledge and understanding about following a healthy lifestyle.

### Outcomes for children are good

The childminder enables children to make progress to prepare them for school. All children are working within or beyond the typical stage of development for their age. Children are independent, make choices and play cooperatively. Older children develop their literacy skills. They recognise their names, and some letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	EY412054
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10061534
<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>	1 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	18 November 2015

The childminder registered in 2010 and lives in Bexleyheath, in the London Borough of Bexley. She operates her service from Monday to Friday, from 7.30am to 6.30pm, for most of the year. The childminder receives funding to provide early education for children aged two, three and four years. She works with an assistant.

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