

Childminder report

Inspection date	16 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 has a very good knowledge of how children learn. Through strong teaching, she uses activities exceptionally well to promote children's learning across all areas of their development. Children are confident, eager to learn and show high levels of concentration.
- Children benefit from the safe, welcoming and well-organised environment provided by the childminder. Children settle quickly and build strong attachments with the childminder and friendships with their peers. The childminder is very caring and offers reassurance, which fosters children's emotional well-being effectively.
- The childminder is an excellent role model. She treats children with respect and frequently uses praise and encouragement. She is very polite in her interactions with children. This helps the children reciprocate towards the childminder and their friends. Children behave extremely well.
- Parents are positive about the service the childminder provides. She obtains information from parents when their children start and uses this with observations to identify their starting points. The childminder plans activities to support their learning based on children's interests and needs. Children make good progress.
- The childminder has not fully embedded new systems for monitoring children's progress to ensure that she works effectively with parents to create a united approach to children's ongoing learning and development.
- The childminder does not consistently share information about children's progress with other settings they attend to support and extend her existing knowledge.

What the setting needs to do to improve further

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

- embed the new systems to ensure a shared approach that enables parents to contribute fully to support their children's learning and development further
- strengthen partnerships with other settings to ensure children's progress is shared to support continuity and progression in their learning.

Inspection activities

- The inspector observed the childminder engaging with the children during activities and assessed the quality of teaching.
- The inspector held discussions with the childminder during the inspection.
- The inspector checked the areas of the home used for childminding and evidence of the suitability of adults in the household.
- The inspector read questionnaires and feedback from parents and took account of their views.
- The inspector sampled policies and documentation and looked at children's developmental records.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses risk assessments and daily checks to ensure that her home and garden are safe for children to play in. She keeps up to date with new legislation and refreshes her safeguarding training regularly. She has a good understanding of her role and responsibility regarding child protection and knows how to make a referral if she has concerns about a child's welfare. The childminder evaluates her provision and practice effectively. She is proactive in seeking the views of parents through feedback and questionnaires to make improvements to her service. To bring about improvement, she has recently added new climbing equipment to the garden to extend children's physical skills and balance. She has also booked a training course on planning, observation and assessment to build on her knowledge and enhance her skills to further improve outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is exceptionally good. The childminder is skilled at planning a wide range of exciting and challenging activities for children's learning and enjoyment. For example, she extended children's thinking skills using skilful questioning as they followed instructions and made bird feeders in the garden. Mathematical concepts were introduced as children counted the number of scoops of seed needed and moulded the mixture into cutters of different sizes and shapes. The childminder enhanced children's language development as she encouraged them to describe the different textures of the ingredients. She introduced new descriptive words. The children demonstrated their good listening skills as they excitedly looked around the garden to find birds in the trees. The childminder shared books about birds with the children to extend their learning and improve their literacy skills.

Personal development, behaviour and welfare are good

The childminder provides children with a range of healthy meals and snacks. Mealtimes are social occasions. The childminder sits and eats with the children and uses discussion to help them learn about healthy lifestyles. She uses role play to reinforce this message with younger children. As they role play shops, they talk about buying fruit and vegetables and cooking with different foods. Children follow routines well and know to wash their hands before eating and after playing in the garden. Children have many opportunities to extend their physical exercise. For example, younger children use the garden, play at the park and attend toddler groups, while older children walk to and from school daily. The childminder actively encourages children to develop their independence. They learn to put on their own shoes and coats, tidy away toys and cut their own fruit at snack time.

Outcomes for children are good

Children are making good progress. They are developing typical skills for their age and are well prepared for their next stage of learning. Young children develop early literacy skills as they read stories and begin to identify initial letters and phonic sounds. Children play cooperatively together and are good communicators who express their needs and views well.

Setting details

Unique reference number	EY540213
Local authority	Bexley
Inspection number	10080061
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Bexleyheath, in the London Borough of Bexley. She works each weekday, term time only, between 7.30am and 6pm. The childminder has an appropriate level 3 qualification.

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