

# Childminder report

<b>Inspection date</b>	18 January 2019
Previous inspection date	24 February 2014

<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

- Partnerships with other professionals work extremely well. The childminder has established a joined-up approach to supporting children's development. This ensures children make the best possible progress. As a result, children are well prepared to move on to the next stage in their learning, including school.
- The childminder shows a strong commitment to improving the quality of her provision. Her self-evaluations enable her to reflect on her practice and drive improvement forward. For example, she regularly gathers feedback from parents and observes the impact of her sessions to update activities and help extend children's learning.
- The environment is stimulating and attractive. It is well organised and encourages children to be active learners. Children access a wide range of resources, indoors and outdoors, which promote all aspects of their play and learning very successfully.
- The childminder makes accurate assessments of children's skills, knowledge and understanding. Children with special educational needs and/or disabilities are supported well and make good progress from their starting points.
- The childminder makes good use of pre-school topics and follows the children's interests to extend their learning. For example, she provides a wide range of interesting and challenging activities during their theme of 'winter'.
- Parents are complimentary about the level of care their children receive. They appreciate the opportunities children have to develop their social skills and take part in a wide range of activities. For instance, trips to the beach, parks and the library.
- The childminder is not currently making the most of every opportunity to continue her professional development and help raise her teaching practice to the very highest level.

## What the setting needs to do to improve further

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

- extend the programme of professional development to help raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the childminder interacting with the children and evaluated the impact this had on children's learning.
- The inspector had a tour of the childminder's home and discussed how the childminder keeps children safe.
- The inspector took account of the views of the children and parents spoken to on the day.
- The inspector jointly observed and discussed a children's activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder occasionally works with an assistant. They attend mandatory training together to keep their knowledge up to date and to enhance their already good practice. The childminder has an understanding of what to do if she is concerned about the welfare of a child. She has high expectations of all children. The childminder gathers relevant information from parents when children first start to help identify their children's individual needs, routines and care preferences. She carries out risk assessments of her premises and off-site activities to ensure children are safe and secure. For example, she carries out a fire drill during the morning and afternoon so that children are confident to follow safety procedures at different times of the day. The childminder accesses resources outside of her home to broaden the learning experiences of children in her care. For instance, children learn about the wider world during visits.

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

The childminder provides a stimulating, broad range of opportunities. She effectively plans suitably challenging activities that support children's learning. These also link with home and pre-school. For example, children count confidently and sound out letters during tabletop games. The childminder makes the most of everyday learning opportunities to develop children's skills. She plays alongside them to encourage them to extend their thoughts and ideas. For instance, children develop their imaginative play as they describe suitable resources horses need in their stable. Children learn new words, such as 'trough'. The childminder provides a home-from-home environment and supports children to learn beyond their immediate experience. Activities reflect and value diversity and the different backgrounds and experiences children have. This is evident when families are encouraged to bring things from home or provide traditional dishes. For examples, parents make Indian sweets for children to share at snack time during Diwali.

### Personal development, behaviour and welfare are good

Children behave well. They settle quickly and form secure attachments with the childminder and their peers, which promotes their well-being and independence. Young children know the routines well and are happy and confident in the environment. Children demonstrate an extremely good understanding of how to be healthy. They enjoy going to the allotment and planting fruit and vegetables, then harvesting the food and taking it home to share with their family. Children have good self-care skills as they wash their hands and feed themselves at mealtimes. They care for each other and know how to keep themselves safe. For example, young children spontaneously push the chairs under the table after mealtimes.

### Outcomes for children are good

The childminder uses the group snack time to explore current affairs and topics at school with the children, who listen well to each other. Young children have good communication skills. This helps them to manage their own personal needs and enables them to be emotionally well prepared for the next stage in their learning. Children develop their early mathematical skills. For example, they count how many more counters each person needs to win the game.

## Setting details

<b>Unique reference number</b>	EY371603
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10060372
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	24 February 2014

The childminder registered in 2008 and lives in Welling in the borough of Bexley. She operates on weekdays from 7.30am to 6.30pm. The childminder occasionally works with an assistant and has a childcare qualification to level 3.

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