

# Childminder report

<b>Inspection date</b>	13 February 2019
Previous inspection date	23 September 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 supports children's communication and language well, she exposes them to continual language and vocabulary during their play. Children learn new words as the childminder describes children's actions and the names of the resources they are using. They repeat new words with curiosity and a new understanding. Children make good progress from their starting points.
- The childminder encourages children's good health and physical development effectively. For example, children enjoy taking part in making their own lunches, by cutting up the apple with supervision. They are offered a choice of nutritious options and fresh air and exercise is part of the daily routine.
- The childminder knows the children well and understands what stages of development they have reached. She uses this information to plan for the children's continuing progress effectively.
- The childminder builds children's problem-solving and concentration skills successfully. For example, she uses magnetic pattern boards to help children to observe similarities of shapes and colours and follow instructions. They delight in completing the task and eagerly seek out other patterns to complete.
- Children enjoy the company of their peers and the childminder gives children opportunities to socialise with others. For instance, they visit local parks where they learn to share and take turns. Children develop the skills they need in readiness for their future moves on to nursery and school.
- The childminder does not make the best use of opportunities to develop and extend her skills and knowledge even further.
- The childminder does not fully encourage children and parents to contribute to self-evaluation and support improvement targets further.

## What the setting needs to do to improve further

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

- make the best possible use of opportunities to develop and extend skills and knowledge, to help raise the quality of teaching to the highest level
- extend self-evaluation to include views of parents and children, to help target areas for improvement even more precisely.

### Inspection activities

- The inspector observed the childminder interacting with the children.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector carried out a joint evaluation of an activity with the childminder. She held discussions with her regarding children's learning and the impact of teaching on their progress.
- The inspector read comments from parents and took account of their views.

**Inspector**  
Claire Douglas

## Inspection findings

### Effectiveness of leadership and management is good

Detailed risk assessments for the home and outings help to ensure that children remain safe and secure. Safeguarding is effective. The childminder knows the signs and symptoms that may give her cause for concern. She fully understands her responsibility to report any child protection concerns to the relevant agency. She ensures parents are aware of and understand her safeguarding policy, to enable them to work together effectively. Parents say she provides a positive environment for children to develop and importantly have fun in. Parents receive daily feedback so that they understand what their child is learning during their time with the childminder. The childminder makes good use of her home to meet children's care and learning needs. She ensures resources and activities are easily accessible and supportive of children's learning and interests. She effectively assesses children's progress and uses her observations well, to help to close any gaps in their learning.

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

The childminder supervises children constantly and joins in with their play. This helps them to develop good levels of independence and self-esteem. The childminder reinforces children's learning through good communication with the other settings that the children attend. For example, she reads the same book they are working on at pre-school and covers similar pattern-making activities. The childminder ensures her activities cover specific areas of learning. For example, she develops children's understanding of numbers, when together they count how many bricks they have made into a tower and when identifying the numbers on the steps as they walk up the stairs. Children learn about growing as they delight in watering the sunflowers they planted and watching to see whose will grow the tallest.

### Personal development, behaviour and welfare are good

The childminder is a good role model and offers children reassuring guidance and praise. Children behave well, they quickly learn the rules and expectations of the setting. Children are helped to value their similarities and differences as they play with picture cards with positive images of diversity. Children develop effective levels of independence. For instance, they are keen to wash their hands before preparing food and learn the importance of this, as the childminder sings a washing hands song. Children enjoy the responsibility of small tasks, such as clearing away after activities. This develops their ability to take turns and work alongside their peers and helps to prepare them for school.

### Outcomes for children are good

Children are working comfortably within the ranges of development for their ages. They develop good literacy skills as they make marks with chalks outside and enjoy listening to stories. Children use their imagination as they create rainbows by lining up different coloured toys. Children develop creativity through accessing the range of pencils, paints and crayons available to them each day. They are eager to learn and have good levels of motivation.

## Setting details

<b>Unique reference number</b>	136999
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10059657
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 September 2015

The childminder registered in 1996. She lives in the London Borough of Bromley. She provides childcare all day, Monday to Friday, for most of the year.

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