

Childminder report

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| Inspection date | 1 March 2019 |
| Previous inspection date | 13 October 2015 |

| 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 | | Not Applicable | |

Summary of key findings for parents

This provision is good

- The childminder seeks the views of parents and children in order to enhance the quality of her provision. This has helped her to provide a service that children enjoy attending.
- The childminder provides effective support for children to develop positive social skills. Children form close bonds with the childminder and play cooperatively with others.
- The childminder uses the information she gathers from school staff effectively. She builds on children's prior learning to further support their understanding of school topics and themes. This helps children to gain confidence in their abilities.
- The childminder provides good support for children to learn more about the natural environment. Children have regular opportunities to engage in outdoor activities with their older friends.
- Parents value the service provided. They comment on the fun their children have when attending and appreciate the friendships that children make.
- The childminder does not consistently make the most of opportunities to extend children's growing interest in technology.
- Very occasionally, younger children do not receive the support they need to help them to fully engage in activities.

What the setting needs to do to improve further

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

- build on children's interest in technology and its uses
- enhance the support given to younger children, so that they are more consistently engaged in activities.

Inspection activities

- The inspector reviewed documents, including children's attendance records, evidence of professional development and documents relating to children's safety and health.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of this on children's engagement in activities.
- The inspector spoke with children and parents during the inspection visit.
- The inspector viewed areas of the childminder's home used by children, inside and outdoors.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes safeguarding training to enhance her awareness of the potential risks to children. She is able to recognise when potential concerns about children's safety arise and works well with outside agencies to help keep children safe. She uses her knowledge of safeguarding procedures to correctly respond to and report concerns about children's welfare. The childminder has systems in place to help assure children's safety and health. She implements procedures, such as collection of children from school, effectively. The childminder responds well to the information she receives from parents about their children. For example, she seeks relevant training to develop her knowledge to help her support children to move forward in their development and build on their skills. This helps her to meet children's individual needs well.

Quality of teaching, learning and assessment is good

The childminder provides a range of activities that help children to understand nature and living things. For example, children enjoy checking the 'bug house' outdoors. They shriek with excitement when insects crawl from under logs. The childminder helps children to build on the skills they learn at school. This is demonstrated as she counts with children and helps them to recognise numerals. Children enjoy using their imaginations, such as when they engage in hairdresser role play. Children build on their physical skills as they play outdoors with their older friends. They learn about other cultures and communities during discussions about Chinese New Year. The childminder further develops the skills that children need for school. For instance, children use the small hand muscles needed for writing as they thread cereal hoops onto pipe cleaners.

Personal development, behaviour and welfare are good

The childminder supports children's understanding of how to stay healthy. For example, children learn good hygiene habits as they wash their hands and eat healthy food that reflects their dietary needs. Children demonstrate their independence as they put on their coats before going outdoors. They follow instructions and show care and consideration for others, for instance, as they save snacks for absent friends. Children speak confidently with unfamiliar adults. The childminder helps to support children's understanding of how to keep themselves safe. She manages risks well. Children show through their discussions that they understand what is expected, such as when playing in communal outdoor areas.

Setting details

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|------------------------------------|---|
| Unique reference number | EY267244 |
| Local authority | Bexley |
| Inspection number | 10061521 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 4 - 10 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 13 October 2015 |

The childminder registered in 2003. She lives near the Bexleyheath area of the London Borough of Bexley. The childminder works Monday to Friday from 3pm to 6pm, during term times.

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