

Childminder report

Inspection date	25 March 2019
Previous inspection date	14 June 2016

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		Good	2

Summary of key findings for parents

This provision is good

- The childminder has built good partnerships with parents. Parents are happy with the various methods the childminder uses to communicate about their children's day as well as their ongoing progress.
- The childminder is consistent in her approach to behaviour management. She teaches children the importance of sharing and taking turns. Children behave well.
- The childminder successfully identifies and uses children's next steps in learning to inform her planning of good-quality activities. Children make good progress, including those with special educational needs and/or disabilities (SEND).
- Children are content and happy. They form close bonds with the childminder and settle quickly. The childminder has a clear understanding of the children's care routines to ensure she supports their well-being.
- The childminder is a positive role model. She is respectful, very calm and polite in her interactions with children. She regularly provides praise and encouragement, which supports children to build on their self-esteem and feel valued.
- The childminder does not make the most of opportunities to extend children's mathematical skills, so they count more, recognise numerals and compare and solve simple number problems.

What the setting needs to do to improve further

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

- extend children's understanding of mathematical concepts to increase their growing problem-solving skills.

Inspection activities

- The inspector looked at the areas of premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder, training certificates and risk assessments, and looked at a sample of her policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

Inspector

Tracey Murphy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good awareness of her safeguarding responsibilities. She knows the action to take in the event of a safeguarding concern. The childminder reviews her knowledge and updates her training regularly to support her professional development. For example, she has updated her safeguarding knowledge to ensure she is working in line with current legislation. The childminder implements stringent health and safety procedures to ensure that children are safe in her care. She monitors the progress children make to help her address any gaps in their learning. The childminder works well with outside agencies to support continuity of learning for children with SEND.

Quality of teaching, learning and assessment is good

The childminder knows children well and identifies their starting points. She observes them regularly and keeps detailed assessments of their development. The childminder has established successful communication systems to enable parents to share information about the children's interests and routines. Parents are complimentary about the quality of the childminding service. The childminder supports children's communication and language well, she skilfully exposes them to 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. The childminder ensures her activities cover specific areas of learning. For example, she develops children's understanding of mixing colours as they paint Mother's Day cards.

Personal development, behaviour and welfare are good

Children are encouraged to develop their self-help skills, such as feeding and attending to their personal hygiene needs. The childminder encourages the children to make choices and initiate play. Children build strong emotional attachments, which helps support their well-being. They are happy and show a good understanding of following rules. 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. Children develop effective levels of independence. For instance, they are keen to wash their hands before meals and learn the importance of this.

Outcomes for children are good

All children make good progress from their starting points, including those with SEND. They show good levels of confidence and skill in using technological resources that support their literacy skills. Children use tools and select resources to achieve a planned affect, for example when making a Mother's Day card. Children develop good communication and listening skills. They enjoy stories and confidently talk about the illustrations.

Setting details

Unique reference number	EY409921
Local authority	Bexley
Inspection number	10074480
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 June 2016

The childminder registered in 2010 and lives in Welling, Kent. She operates from 7am to 7pm Monday to Friday, throughout the year.

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