

# Childminder report

<b>Inspection date</b>	6 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 and her assistants provide children with a good range of activities and experiences. They take trips to the park, local playgroups and the library. This supports children's understanding of their local community.
- The childminder and her assistants are warm and nurturing. They form strong relationships with the children in their care. Parents say they like the 'family environment' provided by the childminder. As a result, children feel safe and secure at this setting.
- The childminder helps children to be kind, respectful and caring. Children meet a wide range of people of different ages, cultures and abilities. For example, children attend sessions at a care home intergenerational playgroup. This supports their understanding of differences and similarities.
- The childminder has significant experience of caring for children with special educational needs and/or disabilities (SEND). She uses additional funding to support children's individual needs, for example, to boost their early language development.
- The childminder works closely with parents and other settings that children attend. She shares information regularly using a variety of communication methods. Parents say that the childminder keeps them up to date with their children's experiences.
- The assessment of children's progress is thorough. The childminder provides activities to meet children's individual needs. Children can use a wide range of pens and crayons to explore mark making and develop their early writing skills.
- Arrangements for monitoring the professional development of the childminder's assistants are not fully established. The childminder reflects well on her own practice. However, she does not consistently ensure that training and mentoring are as precisely targeted as possible for her assistants.

## What the setting needs to do to improve further

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

- raise the overall quality of practice even further by identifying training and professional development opportunities to suit the needs of individual members of the team.

### Inspection activities

- The inspector observed teaching practice during the inspection and evaluated the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector took into account the written views of parents during the inspection.
- The inspector observed activities and interactions indoors and outdoors.
- The inspector sampled documentation related to safeguarding practice, professional development, self-evaluation processes and policies.
- The inspector spoke to children, the childminder and assistant throughout the inspection.

#### Inspector

Trina Lynskey

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of her responsibilities to keep children safe. The childminder and her assistants have a good understanding of the procedures to follow if they have any concerns about a child's welfare. The childminder follows robust vetting procedures when recruiting. She regularly checks the ongoing suitability of staff. Adults know their strengths and work together as a highly effective team. Parents comment positively on this aspect of the provision. The childminder uses effective methods to reflect on her practice. As a result of training, she has improved the way in which she engages with children. This further extends children's communication skills.

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

The childminder is highly organised. She keeps detailed records on children's progress from the start. This means she has a good understanding of children's next steps and where they might need additional support. Parents are regularly updated about their children's progress. The childminder supports parents to continue effective strategies at home. The childminder uses effective teaching methods to help children learn. For example, she lets children try to do things for themselves and praises their efforts. The childminder and her assistants help children persevere with challenging activities. Adults speak calmly and clearly during their interactions with children. As a result, children follow instructions well. Children's speech and language skills are well supported. Children and adults enjoy daily interactive singing time where they sing songs related to objects chosen from a box. This supports children with turn-taking and sharing.

### Personal development, behaviour and welfare are good

Children are calm and content at this setting. The childminder and her assistants model the behaviour they expect from children. Consequently, children behave well. The childminder learns about children's interests and previous experiences before they start. She visits children in their home and has an effective settling-in process. Children receive plenty of cuddles and affection. The childminder runs an inclusive setting. She has good relationships with outside agencies that can offer additional support. As a result, children with SEND make good progress in her care. All children demonstrate good levels of self-esteem. They play cooperatively with each other. For example, children share toys in the garden and take turns using the slide.

### Outcomes for children are good

All children make good progress from their starting points, including those with SEND. The childminder supports children to move forward to their next stage of learning, including starting school. Children are interested and motivated to learn. They learn to make independent choices. They learn to manage tasks for themselves to build their independence. Children learn to put on their shoes and manage their own self-care.

## Setting details

<b>Unique reference number</b>	EY544925
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10099420
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	Not applicable

This childminder registered in 2017. She lives in the London Borough of Greenwich. The childminder provides care from Monday to Friday, all day and for most of the year, with the exception of bank holidays and planned family holidays. The childminder is qualified at level 3 in home-based childcare. She works with two assistants.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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