

Childminder report

Inspection date	18 June 2019
Previous inspection date	21 March 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 and her assistant have a good knowledge of how children learn and develop. They plan a broad range of exciting activities which incorporate children's interests. Children make good progress in their learning.
- The childminder establishes effective relationships with parents. She gathers detailed information when children first start, which supports their emotional well-being. Parents share ongoing information about their children's learning at home, which supports continuity in their learning and development well.
- Children's communication and language skills are promoted extremely well. The childminder and her assistant engage children in conversations, introduce new words and model language. They support young children to extend their sentences and increase their vocabulary.
- The childminder and her assistant teach children about good behaviour and act as positive role models. Older children discuss and write rules for them all to use at the childminder's home. Children learn respect for each other, and older children support younger children with activities, which helps increase their confidence.
- Children learn about keeping themselves safe through discussions with the childminder and her assistant. Younger children learn to climb the stairs and sit on chairs safely. Older children learn about road safety on the route to school and evacuation procedures in case of an emergency.
- Although the childminder makes accurate observations of children, she does not always use the information effectively to ensure assessments are updated and any gaps in learning are identified quickly.
- The childminder's partnerships with other settings that children attend do not extend to consistently sharing information about children's development and their next steps in learning.

What the setting needs to do to improve further

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

- extend the information gathered from assessments to monitor progress and identify any gaps in children's learning as quickly as possible
- build relationships with other settings to ensure information is shared about children's development and next steps to promote continuity in learning.

Inspection activities

- The inspector viewed the areas of the childminder's home used for childminding and checked the suitability of all adults living in the household.
- The inspector looked at children's developmental records and discussed how the childminder shares information with parents.
- The inspector carried out a joint observation with the childminder and discussed the quality of teaching and learning.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector sampled documentation and policies, including public liability insurance and training certificates for the childminder and her assistant.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant have a good knowledge of child protection issues. They both know the procedures to follow if they have any concerns regarding a child's welfare. The childminder and assistant are both qualified and continue to increase their knowledge and skills by attending training and accessing webinars. All mandatory training has been updated. The childminder has addressed her previous recommendations. For example, she seeks the views of parents and children to support her in making improvements to her practice. Older children discuss ideas for trips and contribute their ideas and preferences to the healthy menus.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder and her assistant facilitate play opportunities alongside children to support their learning. For example, as young children mark make, and choose to draw caterpillars, adults interact and consequently, children also learn about different colours and butterflies. The childminder uses traditional stories to promote mathematical language and concepts. Young children eagerly use props during the story and learn about different sizes, the meaning of 'full' and 'empty' and how to count. Children's imaginative skills are extended as they build trains with seats for passengers and use play food to make meals and serve tea in the mud kitchen. The childminder and her assistant skilfully use questioning to extend children's thinking skills and encourage memory recall.

Personal development, behaviour and welfare are good

The home is warm and welcoming. The childminder ensures resources are easily accessible to children, which supports them to make choices and explore through play. The childminder and her assistant support children to become independent. Young children put on their coats, wash their hands before meals and feed themselves. Children learn about the importance of being physically active and leading healthy lifestyles. Older children have been learning about pollution at school and continue this theme with the childminder. They happily walk to school to help make future changes to the environment. The childminder and her assistant plant and grow vegetables with the children. They help to care for them and enjoy picking and eating the produce. This helps encourage their healthy eating habits.

Outcomes for children are good

Young children are excellent communicators who make their needs and wishes known. They learn songs and share stories to promote their language and early literacy skills. Children cooperate together and develop good social skills. They are confident and motivated to learn. All children learn skills needed for their next stages of development and subsequent moves to nursery and school.

Setting details

Unique reference number	EY458310
Local authority	Southwark
Inspection number	10075367
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 March 2016

The childminder registered in 2013 and lives in Bermondsey, in the London Borough of Southwark. She operates all year round from 8am to 6.30pm, Monday to Friday. The childminder employs an assistant. They both hold relevant childcare qualifications.

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