

Childminder report

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| Inspection date | 14 August 2019 |
| Previous inspection date | 12 January 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 is a good role model. She builds strong emotional bonds with the children which support their emotional needs and well-being extremely well.
- The childminder uses an effective system for monitoring children's progress and plans activities which support the next steps in their development. Children make good progress from their starting points.
- The childminder asks children meaningful questions to extend their learning. For instance, when asked, children confidently count the eight legs of the octopus. This supports the development of children's mathematical skills well.
- The childminder provides plenty of opportunities for outdoor learning in all weathers. Children describe how much they enjoy building with snow in the garden. This helps to promote their well-being.
- The childminder supervises children carefully. She supports young children to manage steps themselves as they confidently move around the home. This keeps children safe.
- The childminder has built good relationships with parents. She gathers a good range of information about children's care routines. This helps children settle quickly.
- The childminder does not carry out an effective self-evaluation, for example, through seeking the views of parents to help her identify areas for further development.
- Occasionally, the childminder does not consider how she can vary her teaching for the youngest children to ensure that all children have good opportunities to acquire new skills.

What the setting needs to do to improve further

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

- improve self-evaluation systems by including views from parents to inform plans to raise the quality of practice
- ensure that the learning environment always takes into account the needs of the youngest children.

Inspection activities

- The inspector looked at written comments from parents and took account of their views.
- The inspector carried out a joint observation with the childminder and discussed children's learning.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector viewed areas of the house and garden used for the care of children.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The childminder supports children's individual care needs well. She uses her assessments to identify and close the gaps in children's learning. The childminder ensures that parents receive regular updates regarding their children's progress, such as providing a detailed daily diary. This enables parents to support their children's learning at home. Safeguarding is effective. The childminder has a clear understanding of how to identify if a child is at risk of harm. She knows the correct procedures to follow if she has any concerns about a child's welfare. Additionally, she ensures she completes her mandatory training, such as on safeguarding and paediatric first aid.

Quality of teaching, learning and assessment is good

The childminder has high expectations of all children. She provides a good variety of activities and play opportunities which motivate children to be active learners. For example, she rotates toys and books in the playrooms to follow children's interests and uses resources from a toy library. Children are confident and independent learners. The childminder helps older children to broaden their mathematical vocabulary. They name objects, such as 'star', 'rectangle', 'cube' and 'triangle'. Children differentiate between 'longer' and 'shorter'. They learn to use a wide range of tools and hold pens as they explore the effects tools have on the aqua mat. Children are encouraged to make marks and draw different shapes and objects. Children develop their hand-to-eye coordination and early literacy skills effectively.

Personal development, behaviour and welfare are good

The childminder provides a range of opportunities for children to develop their physical and social skills. Children extend their understanding of the communities beyond their immediate experience. For example, they dance and use ribbons while listening to music from around the world. Additionally, they regularly visit the pond, historical parks and toddler groups. Children feel secure and have high levels of self-esteem. They follow instructions well, given their young age. For instance, they listen to each other and wait patiently for their turn during games. Children develop a good understanding of hygiene routines and the importance of a healthy lifestyle. This is apparent when they wash their hands before nutritious snacks and meals. The childminder engages children in meaningful discussions when they choose their plates and name colours, such as 'light blue' and 'dark blue'. They develop good language skills.

Outcomes for children are good

Children display high levels of self-confidence. They are caring and behave well towards their friends. Older children show this when they offer help and share toys with younger children. Children sustain their interest during activities. Older children confidently call out the names of a wide range of food, such as 'aubergine', as they play board games. Young children enjoy completing challenging number puzzles. Children develop good early mathematical and literacy skills. Children are eager to help with tidying up once they have finished with an activity. They have a good understanding of what is expected of them. All children develop key skills in preparation for their next stage of learning and for their move to school.

Setting details

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| Unique reference number | EY393139 |
| Local authority | Greenwich |
| Inspection number | 10074252 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 12 January 2016 |

The childminder registered in 2009. She lives in the London Borough of Greenwich. She provides care for children on Monday to Friday from 7.45am to 6pm.

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