

# Childminder report

<b>Inspection date</b>	5 September 2018
Previous inspection date	4 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 provides a safe, caring and homely environment. The children settle quickly and form secure attachments with the childminder. The children are confident and happy in her care and develop positive self-esteem.
- Children learn about healthy lifestyles. For example, younger children choose fruit for snacks and the older children take turns to plan the menu for dinner with the childminder. The garden area and regular trips to the park provide opportunities to be physically active. This contributes to their emotional and physical well-being.
- The quality of teaching is strong. The childminder uses activities, role play and discussions to promote children's communication and language development. Children are making good progress in their learning.
- The childminder has a good understanding of how children learn. She observes children during their play and makes accurate assessments and plans future activities. This supports children to move effectively towards their next stage of learning.
- The childminder supports children's positive behaviour and is consistent with high expectations. Children behave well, they receive praise for their achievements and develop strong social skills.

## What the setting needs to do to improve further

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

- strengthen systems to ensure information obtained from parents supports their child's learning.

### Inspection activities

- The inspector observed the childminder and children interacting together during activities.
- The inspector viewed samples of the childminder's documents, including children's records.
- The inspector viewed areas of the home used for childminding.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took into account views of parents.

**Inspector**  
Helen Craig

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has policies in place and has a clear understanding of procedures to follow if she has a concern regarding a child's welfare. The childminder actively keeps up to date with current training and is part of the local childminding hub. The children benefit from the childminder increasing her knowledge of the early years foundation stage. For example, this has helped with assessments and planning a wider variety of activities. Parent feedback shows that they are happy with the care and activities that are provided for their children.

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

The childminder gets to know the children well, she demonstrates her good knowledge of their current interests and level of development. The childminder supports children's communication and language skills effectively. For example, when younger children engage in role play, the childminder introduces new words and models language to extend their vocabulary. With older children, she asks questions, prompts memory recall and holds discussions. The childminder promotes self-esteem by providing praise and encouragement in a positive manner. The childminder interacts well during play and promotes mathematical opportunities. For example, children count paintbrushes, buttons on the dishwasher and fruit and vegetables with their lunch.

### Personal development, behaviour and welfare are good

The childminder encourages the children to be independent, make choices and initiate their play. She stores toys in labelled boxes at children's height providing easy access. The childminder is a good role model, she shows respect to the children and encourages them to be kind and respect each other. Children learn about safety in the home and when they are out. For example, rules are reinforced about climbing on furniture and cleaning up spillages. When out, children learn how to cross the road safely. Children develop good self-help skills, washing their hands and faces and helping to tidy up. Children behave well and listen to the childminder. Parents comment that older children feel that minor disputes are dealt with fairly.

### Outcomes for children are good

The children are making good progress and are working within typical expectations for their age. For example, young children develop early literacy skills by sharing stories, singing and making animal noises. Pre-school children recognise letters significant to them, including some days of the week, birthday dates and understand that print carries meaning. The children are well prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY357821
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10061951
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	4 May 2016

The childminder registered in 2007 and lives in Bromley. She cares for children in the early years age group all year round, except for bank holidays and family holidays. She also cares for school-aged children during term time only. Her operating hours are from 7.30am to 6pm, Monday to Wednesday.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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