

Childminder Report

Inspection date

4 March 2016

Previous inspection date

2 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 responds well to children's interests. She provides activities and resources that stimulate, engage and motivate them while they learn.
- Children are confident and happy. The childminder forms positive relationships with children, and supports their emotional well-being well so they settle quickly and are ready for the next stage in their learning.
- Children are provided with a range of opportunities and activities that help them learn about different people in the community, diversity and the world around them.
- The childminder reflects on her practice and includes the views of parents and children to help her identify where she can drive improvements. These also help her to identify where to target her continual professional development.

It is not yet outstanding because:

- The childminder does not always gather as much detail as possible from parents about what children already know and can do when they first start attending, to help her more precisely plan for children's learning from the start and to track their progress more effectively.
- The childminder does not always ensure that her assessments consistently cover all areas of learning, to help her more precisely identify what children need to learn next.

What the setting needs to do to improve further

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

- strengthen procedures for gathering information about what children already know and can do when they first start attending, so children's progress can be monitored more precisely over time
- strengthen the consistency of assessments to more precisely identify what children can do and what they need to learn next.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector viewed a sample of documentation, such as children's assessment records and the childminder's policies and procedures.
- The inspector held discussions with the childminder about how she evaluates her service.
- The inspector held a discussion with a parent and saw written feedback from other parents, to consider their views.
- The inspector viewed the areas of the premises used for childminding.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding knowledge current, such as through attending training sessions. She knows the signs to look out for if a child is at risk of harm, and the procedures to follow if she has any concerns about their welfare. The childminder is passionate about developing her practice to support children in making progress and adapts her teaching strategies well. For example, she carries out research about children's specific needs and seeks advice from other professionals to help her improve outcomes for children. The childminder communicates with parents about children's learning and development generally well. This helps them to support children's development at home and help them make continual progress.

Quality of teaching, learning and assessment is good

The childminder makes regular observations of children and plans suitable activities to help them make good progress. She plans a wide range of activities that provide children with challenge, extend their learning and support their language development well. For example, while children problem solve and fit shapes through the correct hole, the childminder talks about the shape names and colours. This helps support their early mathematical development and builds on their vocabulary. The childminder encourages children to use toys independently and models how they should be used so children use them successfully.

Personal development, behaviour and welfare are good

The childminder develops children's awareness of healthy lifestyles well. For example, children are encouraged to eat healthily and are provided with balanced, nutritious foods at snack time and lunchtime. The childminder has effective procedures in place to keep children and the environment safe. For example, she carries out regular risk assessments to identify, remove or minimise risks within the environments she uses to help children play in safety. The childminder uses the activities she plans to help children be emotionally ready for school. Children are encouraged to manage their own personal care needs, taking into account their age and stage of development. For example, children who are being potty trained are encouraged to say when they need to go to the toilet. This helps them build on their physical and personal independence skills effectively.

Outcomes for children are good

Children can lead their own play, and chose from a range of toys and activities that cover all areas of learning. Children are making progress typical for their age and stage of development. They are learning the skills they need for their future learning and in readiness for school. For example, children are encouraged to share toys, take turns, and be sensitive and respectful to the needs of others while they play.

Setting details

Unique reference number	510752
Local authority	Greenwich
Inspection number	842354
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	2 July 2012
Telephone number	

The childminder registered in 1998. She lives in Charlton, within the Royal Borough of Greenwich. She operates her service Monday to Friday, from 7.30am to 6pm, all year round. She holds an appropriate early years qualification at level 3.

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