

Childminder Report

Inspection date	14 June 2016
Previous inspection date	14 June 2011

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 has established good working partnerships with parents, who contribute to their children's learning on a regular basis. They report that they receive up-to-date information about their child's development. The childminder shares information about what children have been doing. She provides ideas for activities for parents to use to further their child's learning at home.
- The highly qualified childminder has a good understanding about how children learn and develop. She provides interesting and challenging activities. Children happily engage in the exciting activities on offer.
- The childminder is proactive in seeking feedback about her practice. The views of parents, children and other agencies she works closely with are incorporated into her own evaluation of her practice. She uses this information to identify areas for development and sets herself targets for improvement.
- Children have many opportunities for developing their physical skills. They enjoy regular trips to the local park, woods and sessions at a playgroup. The childminder develops their understanding of their local community when they visit the library, museums and speak to the postman and road crossing patrol at a school.

It is not yet outstanding because:

- The childminder does not always make the best use of training opportunities to focus on delivering the highest quality of teaching for children.
- The childminder does not always make the best use of information she gathers from assessments, looking at what children already know and can do, to truly reflect their achievements.

What the setting needs to do to improve further

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

- expand continuous professional development opportunities to focus even more sharply on delivering the highest quality of teaching
- make better use of information gathered from assessments to truly reflect children's achievements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's self-evaluation, children's learning records and a sample of policies.
- The inspector read feedback from parents and talked to children during the inspection, taking account of their views and responses.
- The inspector reviewed evidence of the suitability of the childminder and all adults living at the premises.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The childminder regularly observes children while they play. She uses this to assess children's achievements and identify their next steps in learning. However, on occasions, the childminder's assessments for children do not truly reflect their actual achievements. The arrangements for safeguarding are effective. The childminder has a good knowledge and understanding of the procedure to follow if she has concerns about children's safety and welfare. The childminder establishes close working partnerships with other settings that children attend. She meets with them regularly to share children's achievements and discuss each other's focus for their next steps in learning. This promotes continuity of learning for children and sharing of good practice. The childminder monitors children's progress and identifies weaknesses in learning. She supports children's development with targeted support when needed.

Quality of teaching, learning and assessment is good

The childminder supports children's language and communications skills. She introduces new words while children enjoy digging in earth for creatures, supporting their developing vocabulary. The childminder encourages children to describe the creatures they find. She uses stories to extend children's learning. She uses questioning to support children to predict what may happen next and describe what is happening in the pictures. The childminder provides many opportunities for children to develop their mark-making skills. She provides a wide variety of writing tools and types of paper.

Personal development, behaviour and welfare are good

Children build secure attachments with the childminder and their confidence is nurtured through her kind and caring manner. At the start of each session, the childminder makes children aware of what activities are planned. They are encouraged to contribute their own thoughts and ideas about what they would like to do. They ask for dressing-up clothes and enjoy pretending to be princes. Children feel valued and eagerly share their achievements with the childminder and their friends. They proudly share their creative paintings. Children enjoy helping themselves to their snack. They learn about living a healthy lifestyle through being offered healthy meals and plenty of opportunities for exercise and washing their hands before meals. Children behave well and, with the childminder's support, they learn to take turns and share fairly. The childminder is consistent in her approach to behaviour, which supports children in learning the differences between right and wrong.

Outcomes for children are good

Children are making good progress from their starting points. They learn the necessary skills to prepare them for their next stage in learning and for moving on to school. They enjoy exploring and creating with the paint and different shaped stamps. They have fun putting their fingers and hands in the paint and designing pictures using different coloured handprints. Children learn about colours and shapes as they mix colours and describe what their picture is about.

Setting details

Unique reference number	EY262918
Local authority	Lewisham
Inspection number	1040283
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	14 June 2011
Telephone number	

The childminder was registered in 2012 and lives in London. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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