

Childminder report

Inspection date	5 March 2019
Previous inspection date	9 October 2015

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 uses her links with other professionals to help assess the quality of the service. This helps her to maintain good standards and make continuous improvements.
- The setting provides children with a range of activities to promote their learning and development. All children progress well from their starting points.
- The childminder supports children's communication and language skills well. She interacts with children effectively to help them use and extend their vocabulary as they play and learn.
- The childminder builds warm relationships with the children in her care. Children's emotional well-being is well supported.
- The childminder makes good use of resources outside of her home to extend children's learning. For example, she takes children on regular visits to the park and library.
- Communication with parents is not fully effective in helping them to understand how to build on children's learning at home.
- The childminder does not always share information with school staff, to strengthen the continuity of children's learning.

What the setting needs to do to improve further

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

- strengthen communication with parents about their children's learning, so that they better understand how it can be further supported at home
- build closer partnerships with schools that children attend, so that a two-way flow of information enhances the continuity of children's learning and development.

Inspection activities

- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning and development.
- The inspector jointly observed and a children's activity with the childminder, and discussed this afterwards with the childminder.
- The inspector reviewed documents, including records of children's learning, policies and procedures, and evidence of professional development and the suitability of household members.
- The inspector looked at areas of the childminder's home used by children, inside and outdoors.

Inspector

Kareen Jacobs

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder undertakes training to increase her knowledge of the potential risks posed to children and knows how to respond if she has concerns about a child's welfare. She works well with parents to help keep children safe. For instance, she receives information about the safe use of technology, and shares this with parents. The childminder takes effective steps to help children achieve positive outcomes. For example, she has introduced more opportunities for children's active play outdoors. The childminder demonstrates a commitment to her professional development and attends workshops, for example how to support children's speech, communication and language needs. This contributes well to the progress children make from their starting points.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children well to plan activities that take account of their needs and interests well. She shares her assessments of children's learning with parents. This helps her to take effective action to address potential gaps in children's learning, for example if they do not progress as expected for their age. The childminder gives good support for children's emerging communication and language skills. For example, she names items and speaks about what children are doing as they play. The childminder helps children to develop an interest in books. Children show that they enjoy listening to the sounds of animals as they share stories and explore pictures with the childminder.

Personal development, behaviour and welfare are good

The childminder builds close bonds with children and knows them well. Children show that they are happy and secure in her care. For instance, toddlers seek her out for reassurance when in the presence of unfamiliar adults. The childminder supports children to develop friendships and to meet other children, for example as they visit local groups. This helps children to understand the wider world. The childminder gives praise and encouragement to children and they behave well. She provides parents with detailed information about their children's care routines and learning experiences. The childminder implements procedures well to help ensure children's welfare. For example, she helps children understand what to do in emergencies. She assesses risks in her home and when going on outings effectively.

Outcomes for children are good

Children learn the skills they need for future learning. Toddlers demonstrate their developing understanding of technology as they press buttons to make things work. They develop the small hand muscles needed for later writing as they post discs into slots. Younger children show that they are able to focus and concentrate for extended periods. Toddlers begin to communicate their needs effectively. Children are well prepared for their next stages in learning and for school.

Setting details

Unique reference number	EY264261
Local authority	Bexley
Inspection number	10061520
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 October 2015

The childminder registered in 2003 and lives in Bexleyheath in the London Borough of Bexley. She operates from 7.30am to 6pm Monday to Friday, during term times.

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