

Childminder Report

Inspection date

9 October 2015

Previous inspection date

7 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 provides a warm and homely environment. She spends quality time getting to know the children well and builds secure attachments. This helps children to feel happy and confident in her care and they develop strong self-esteem.
- The childminder effectively supports children's communication and language skills. She encourages children to talk confidently and use a good range of vocabulary.
- Children behave well. The childminder gives children clear rules and expectations for behaviour. The childminder is a good role model, she teaches them to share, take turns and learn good manners.
- The childminder has created strong partnerships with local schools and other settings children attend. She shares information regularly regarding children's development, to provide support to enable children to make good progress.
- The childminder has a secure understanding of safeguarding practices and uses these to help keep children safe. She carries out thorough risk assessments to minimise hazards to children so they can play in safety.

It is not yet outstanding because:

- There are slightly fewer opportunities for children to learn about people from other cultures and communities.
- The childminder does not always plan activities and resources as well for those children who prefer to spend their time outdoors.

What the setting needs to do to improve further

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

- extend children's understanding of other people's cultures and beliefs beyond their immediate community
- build on the good learning opportunities for those children who learn best outside to help them explore and challenge themselves in their learning.

Inspection activities

- The inspector observed the interaction between the childminder and children during activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies and procedures, suitability checks and children's records.
- The inspector discussed the childminder's self-evaluation process with her.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of child protection procedures and knows how to report any concerns regarding children's welfare. She attends regular training, which gives her a secure understanding of wider safeguarding issues. The childminder builds good relationships with parents to allow the frequent sharing of information, which effectively promotes consistency in children's care and learning. The childminder evaluates her provision well. She gathers the views of parents and children to help her identify areas for improvement. The childminder liaises with other childminder's to exchange information and makes good use of early years guidance to keep her knowledge up to date. This shows her high commitment to continually improving her provision.

Quality of teaching, learning and assessment is good

The childminder extends children's interests well. She provides activities and resources that are exciting and challenge children's learning further. For example, she encourages children to use technology equipment during role-play activities, such as an electronic till and calculator, to enhance their imaginative play further. The childminder interacts well with children and skilfully joins in with their chosen play to help engage them further. She uses a variety of questions to encourage children to think critically as they play. This helps children remain focused and eager to learn. For example, children predict what might happen when colours are mixed together. The childminder makes good observations of children's learning. She uses these to plan exciting experiences that are linked to each child's next stage of development.

Personal development, behaviour and welfare are good

Children are confident as they independently move around the setting, choosing what they want to play with. Children share and take turns, and include the childminder in their play. For example, they create different characters for each other during shop role play. The childminder gives children clear details of her rules and expectations. This helps them to learn what is expected and they behave well. Children have access to drinks throughout the day and the childminder discusses the importance of healthy eating during mealtimes. Children have plenty of fresh air and exercise. This all helps to develop children's awareness of healthy lifestyles. The childminder effectively promotes children's emotional well-being. She takes time to build their confidence when starting at the setting. Therefore, children settle well and develop strong relationships with each other.

Outcomes for children are good

Children make good progress and the quality of teaching is good. Children's personal, social and emotional development is effectively promoted, and they are gaining the necessary skills they need in readiness for school.

Setting details

Unique reference number	EY264261
Local authority	Bexley
Inspection number	812716
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	7 March 2012
Telephone number	

The childminder registered in 2003. She lives in Barnehurst, in Bexleyheath, Kent. The childminder offers care Monday to Friday during term time only.

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