

Childminder Report

Inspection date

21 September 2016

Previous inspection date

25 April 2013

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 often reflects on the service she provides, taking on board the views of parents. She recognises her strengths and effectively explores new ideas to make further improvements. For example, the childminder provides interesting experiences outdoors that help children progress, such as activities in sand and water.
- Children develop secure attachments with the childminder and are happy and settled in her care.
- The childminder regularly observes children as they play. She focuses particularly on helping them achieve key skills for the next stage in their learning. For example, she supports them to develop social skills, such as sharing and taking turns.
- The childminder supports children's communication and language development effectively. For example, she builds on children's vocabulary and helps them to label and describe items they come across.

It is not yet outstanding because:

- The childminder does not consistently organise the main play area effectively to make sure that all children can freely access the resources available.
- The childminder does not make the best use of all opportunities to share even more detailed information about children's learning and development with parents.

What the setting needs to do to improve further

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

- revise the organisation of the main play area to enable children to move freely, particularly those who are new to walking
- explore ways of sharing information with parents more precisely about their children's stages and next steps in their learning.

Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector carried out discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- The inspector viewed a sample of documents, including children's learning records and a selection of the childminder's policies.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

Inspector

Anneka Russell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibility in regards to child protection and identifying children who may be at risk of harm from extreme views. She knows the procedures to follow to support the safety of children in her care. The childminder networks effectively with other local childminders. This helps her to develop her knowledge and skills, and to ensure the quality of her service continually improves. The childminder monitors the needs of individual children and communicates effectively with parents to put appropriate actions in place. This helps children to receive the support they need. For example, children who learn and thrive better during specific activities or quieter environments are well catered for.

Quality of teaching, learning and assessment is good

The childminder skilfully extends the communication and language of the youngest children in her care and provides a wide range of opportunities. For example, during water play with a tea set, she teaches children to understand concepts such as 'pouring', 'full' and 'empty'. The childminder extends children's learning to help build upon their experiences. For example, children looked over the fence to watch the construction work taking place at their neighbour's house. The childminder then set up a construction site activity with sand and building tools. This helps children to develop their imagination and understanding of their wider environment.

Personal development, behaviour and welfare are good

Children's behaviour is good. They enjoy playing and exploring and are stimulated indoors and outdoors. Children have a strong bond with the childminder and are well supported to develop their emotional skills. For example, the childminder models good manners and teaches the children to consider the needs of others. The childminder supports children's awareness of healthy lifestyles effectively. For example, children have opportunities to go on local walks when they go to feed the ducks. They also develop good eating habits and are encouraged to try healthy, nutritious snacks and meals.

Outcomes for children are good

Children develop good communication skills and learn new language and words during their play. They have good early writing skills, for example, they make marks using crayons or in the sand. Children count during everyday experiences, such as when walking up and down the stairs. Children develop a keen interest in literacy. For example, they look at books linked to their current interest in construction. Children make good progress from their starting points.

Setting details

Unique reference number	EY275209
Local authority	Lewisham
Inspection number	1061741
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	25 April 2013
Telephone number	

The childminder registered in 2004 and lives in Catford, London. She cares for children between the hours of 8.30am and 5pm on three days a week, for most of the year. The childminder holds a childcare qualification at level 3.

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