

Childminder report

Inspection date	2 August 2018
Previous inspection date	18 May 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

The provision is good

- Children form close relationships with the childminder and her assistant, who are very attentive. They meet children's care needs and provide ongoing encouragement to children. Children settle in smoothly, become emotionally secure and develop a good sense of self-esteem.
- The childminder regularly observes and assesses children's progress. She provides children with good opportunities to choose and access resources independently. The childminder and her assistant's positive attitude helps children to become enthusiastic learners.
- The childminder establishes effective partnerships with parents. She regularly exchanges information about children's individual care needs and progress, and provides support for them to help children's learning at home. For example, they discuss behaviour matters to ensure they provide children with consistency.
- The childminder and her assistant provide a warm, welcoming and safe learning environment. They ensure that risk assessments are completed daily and children are effectively supervised. The childminder communicates effectively with her assistant to ensure the daily routine runs smoothly. Children show that they feel safe and secure.

It is not yet outstanding because:

- The childminder does not evaluate her service incisively enough to identify areas where she needs to develop further to help raise the quality of the provision to the highest level possible.
- Occasionally, during planned activities, the childminder and her assistant do not take account of the different interests and abilities that children have to help re-shape their learning experiences.

What the setting needs to do to improve further

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

- develop systems of self-evaluation further, using incisive strategies to help identify areas for professional development and improvement of the provision, to move the quality to the highest level possible
- make best use of what is known about children to re-shape learning experiences and planned activities more specifically to each child's individual needs and interests.

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 completed a joint observation with the childminder to evaluate her assistant's practice.
- The inspector looked at a range of documentation, including policies, evidence of suitability of household members, and observations and assessments documents.
- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector discussed the childminder's self evaluation and took into account the written feedback of parents, provided during the inspection.

Inspector
Anja Eribake

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to safeguarding children. She regularly refreshes her safeguarding knowledge and shares this with her assistant to help ensure they are up to date with new legislation. They have a good understanding about the procedures to follow if they have a concern about a child's safety or welfare, and know the steps to take if there is an allegation made. Safeguarding is effective. The childminder monitors the practice of her assistant to help him improve his practice and develop new skills. Parents are very happy with the provision and comment about the effective communication between them and the childminder, and the progress their children have made. The childminder works together with other settings children attend, to help provide continuity in their learning.

Quality of teaching, learning and assessment is good

The childminder and her assistant understand the importance of engaging with children during their play. They both show interest in the activities the children choose and play alongside them. They provide good opportunities for children to lead their own play. When the older children enjoy riding their bicycles in the garden, the assistant happily creates a race track with them. Children listen to his instructions and follow them to arrive safely at the finish line. Younger children are delighted when they sing nursery rhymes during circle time, following the actions and repeating the sounds and patterns. This helps to promote their early communication skills. The childminder completes the progress check at age two years and shares this with the parents.

Personal development, behaviour and welfare are good

Children are well behaved. The childminder and her assistant use effective strategies to help children learn about managing their feelings and the difference between right and wrong. For example, older children learn how their actions influence the behaviour of the younger children. Children are involved in the daily routines, such as tidying up, and learn about being responsible. Together they enjoy mealtimes, when they talk about the food they eat and what they would like to do next. This helps them to develop good social skills as they listen to one another and respond respectfully. Children's healthy lifestyles are supported. They have daily access to the outdoors, where they can be active and get fresh air. Children follow good hygiene procedures, such as washing their hands and brushing their teeth.

Outcomes for children are good

Children learn about the days of the week, the months in the year and the different seasons. They talk about their favourite activities during the summer, such as water play, and when asked what they do in the winter, they say that they will play with the snow. This shows that children have gained an understanding about the impact of the different seasons. Children develop skills necessary for their next step in education. When getting ready for the garden, all children, including the youngest, try to put on their shoes to get ready. They become independent and confident learners. All children make good progress in regards to their starting points.

Setting details

Unique reference number	EY282643
Local authority	Bexley
Inspection number	10060755
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 May 2015

The childminder registered in 2004 and lives in Belvedere, Kent. She minds children all day, including school holidays. She also cares for children before and after school. The childminder works with an assistant.

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