

Childminder report

16 Newbery Road, ERITH, Kent DA8 2BY



Inspection date	24 September 2018
Previous inspection date	8 June 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

- Self-evaluation processes are effective. The childminder seeks and acts on feedback from others, such as other early years professionals, to help her improve her practice. For instance, since the last inspection, she has developed children's opportunities to learn about healthy eating, to help support their understanding of this further.
- The childminder forms positive bonds with children and successfully supports their emotional well-being. Children are confident, happy and enjoy the childminder's interactions with them.
- Children are keen to explore resources and concentrate well. Overall, the childminder successfully supports them while they play. For example, she follows their interests and joins in during activities to help encourage their involvement and extend their learning.
- The childminder supports children's early mathematical development well, such as while drawing and naming different shapes. Children learn how to use language to describe shape and length, while developing good mathematical skills. Children make good progress from their starting points.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children to use their home language to assist their learning experiences.
- The childminder does not explore further ways to build on her professional development to help enhance the good quality teaching and outcomes for children.

What the setting needs to do to improve further

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

- build on opportunities for all children to use their home language in the setting to extend their learning experiences further
- continue to explore opportunities for professional development to enhance the good levels of teaching even further.

Inspection activities

- The inspector looked at a range of documents, including risk assessments, children's records and the childminder's policies and procedures.
- The inspector observed the interactions between the childminder and the children, and discussed the effectiveness of an activity with her.
- The inspector viewed the areas of the premises used for childminding, and observed the children and what they were doing.
- The inspector took into account the written views of parents.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. She knows how to recognise and report any signs that indicate a child may be at risk of harm. The childminder develops some aspects of her practice well. For instance, she completes training to keep her safeguarding knowledge up to date. She recognises her strengths and some areas for her to improve to help develop children's experiences. The childminder implements effective systems to check on children's progress, helping her identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care very well and checks on their development regularly. She observes what children can do and uses this information effectively to plan interesting, age-appropriate experiences. Children confidently play in a well-organised and stimulating environment and independently explore resources. They enjoy imaginative experiences, such as pretending to look after baby dolls in the role-play area. They learn to think of ideas, create a story while they play and develop their creative thinking well. The childminder works with parents well. She establishes a two-way flow of ongoing information and advises parents on how they can help support children's development at home. The childminder provides good opportunities for children to develop their confidence and social skills, such as during outings to local toddler groups.

Personal development, behaviour and welfare are good

Children are independent and successfully learn to look after themselves and the environment they play in. For example, toddlers happily help to tidy away the toys and are keen to throw their own rubbish away, such as after wiping their nose. They behave well and learn to be responsible. The childminder supports children well to develop an understanding of good hygiene practices. For instance, she teaches them to wash their hands before they eat. Children have good opportunities to learn about diversity and develop mutual respect for others. For instance, they explore toys that reflect the different people in the community and learn about their own and other's uniqueness.

Outcomes for children are good

All children make good progress and learn a range of skills that prepare them well for their future learning and eventually for school. For example, toddlers learn to use tools with control, such as to draw with, and develop their physical skills well. Younger children learn to use words in context and develop good communication skills. They learn to count objects accurately and problem solve, such as while exploring puzzles.

Setting details

Unique reference number	EY283497
Local authority	Bexley
Inspection number	10060975
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 June 2015

The childminder registered in 2004. She lives in Erith in Kent. The childminder provides all day care, each weekday for most of the year. She holds an appropriate early years qualification at level 3.

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