

Childminder Report

Inspection date	21 January 2016
Previous inspection date	21 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 has very good relationships with parents and engages in a two-way flow of information. This promotes children's learning and development inside her home and when children are with their families and the wider community.
- Overall, children make good progress in their learning and are prepared well for their move to school. The childminder promotes communication and language well.
- The childminder manages unwanted behaviour in a calm and consistent way and uses a range of strategies to support children's understanding of what is expected.
- Children quickly settle in when they start attending and form strong emotional bonds with the childminder. Parents express high levels of satisfaction. The childminder works with other people involved in the care of the children very effectively.
- The childminder strives to improve her practice. She makes good use of training and development opportunities to develop her skills and knowledge. The childminder provides a warm, welcoming environment that reflects the individual needs of children and their families.

It is not yet outstanding because:

- Very young children have fewer opportunities for active physical play.
- Although teaching and learning is good overall, planning does not consistently and accurately target the next steps in children's learning to ensure that children make the best possible progress.

What the setting needs to do to improve further

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

- extend further the opportunities for young children to engage in active play throughout the day
- make planning even more precise to be able to target teaching so that children consistently make the best possible progress.

Inspection activities

- The inspector observed the interactions, activities and resources available to children.
- The inspector spoke with the childminder at appropriate times.
- The inspector reviewed a range of documents, including policies, registers and children's learning records.
- An activity was jointly observed and evaluated.

Inspector

Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The childminder makes good use of the space in her home. She keeps up to date with current practice and has good links with other professionals. Safeguarding is effective. Parents are involved in children's learning and share information about their children's experiences at home. Regular assessment of risks and a sound understanding of what to do should concerns arise help the childminder to promote children's safety. The childminder has high expectations of herself and is keen to further improve her provision.

Quality of teaching, learning and assessment is good

The childminder successfully includes all children in activities. Children have fun as they play and learn. For example, they giggle with the childminder as they play 'peek-a-boo'. Older children shout their enjoyment and develop physical skills as they bounce on the large trampoline. Children make good progress in relation to their starting points. They develop an understanding of mathematics as they play; for instance, they count, 'One, two, three,' as the space rocket blasts off and count as they tidy away pieces of the track. Very young children develop their coordination as they turn pages and explore textures as the childminder reads the fabric book. Despite some minor weaknesses, regular assessments of children help to ensure that any gaps in learning are acted on at an early stage. Younger children express their enjoyment by babbling while the childminder sings and explore the sounds that the rattles make.

Personal development, behaviour and welfare are good

Children learn how to manage their behaviour as the childminder sets clear expectations about what is acceptable. Children show persistence and gain confidence, for example, as they connect pieces of the wooden train track together. The childminder sits close-by for support. Children form strong emotional attachments and develop good social and emotional development. They enjoy her company and snuggle into her as she reads. The childminder meets children's personal care needs well. Children receive healthy and nutritious meals and snacks, and are given water throughout the day. Routines are flexible and meet children's needs for sleep and rest. Daily records supply parents with regular information about their children's day.

Outcomes for children are good

The childminder has good links with the local school that children in her care attend. Children make good progress and are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY290129
Local authority	Lewisham
Inspection number	826935
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	21 January 2009
Telephone number	

The childminder registered in 2004 and lives in Sydenham, in the London Borough of Lewisham. The childminder holds a relevant qualification at level 3 and receives funding to provide free early education for children aged two, three and four years.

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