

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

25 June 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 plans and provides a range of stimulating activities and experiences for children to choose from and follow their own interests. Children are actively engaged in activities and are motivated and successful learners.
- Children are happy and confident and have strong attachments to the childminder. She is kind and caring and provides a nurturing environment. This helps children to build positive relationships.
- The childminder is committed to improving her provision for the children and actively seeks out new ideas to improve her practice, such as researching and attending relevant training.
- The childminder works well with parents to keep them informed about their children's daily activities and the progress they make in their learning. This helps to enhance the strong continuity in children's care and learning. Parents give positive feedback on the childminder's setting and the care provided by the childminder.

**It is not yet outstanding because:**

- Occasionally, the childminder does not fully help children to understand the rules and boundaries in her home.
- The childminder does not always provide younger children with the best possible opportunities to expand their mathematical skills.

## What the setting needs to do to improve further

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

- provide more clear and consistent guidance to children, to help them to develop a greater understanding of rules and boundaries and manage their own behaviour more independently
- build further on opportunities for younger children to develop and extend their early mathematical skills.

### Inspection activities

- The inspector held a number of discussions with the childminder. She sampled a range of documentation, including the children's learning records, certificates of training and evidence of the suitability of adults living on the premises.
- The inspector viewed all areas of the home used for childminding and the toys and resources available for children.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of teaching during activities and completed a joint observation with the childminder.
- The inspector spoke to the children at appropriate times throughout the inspection.

### Inspector

Cher Walker-Moore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong knowledge of safeguarding and understands the procedures she should follow if she has concerns about a child's welfare or safety. The childminder carries out thorough risk assessments of her home and for outings to keep children safe and secure. The childminder uses her links with other local childminders and her early years adviser to share ideas and good practice with them. The childminder values the views of the parents in her setting and regularly uses their responses from questionnaires to reflect upon her provision. The childminder evaluates her practice and knows what she does well and what she can do to improve.

### Quality of teaching, learning and assessment is good

The childminder gathers detailed information about the children's skills and abilities before they start at the setting, to support her to plan for their individual needs effectively. The childminder has a good knowledge of how children learn and develop. She monitors their progress well and quickly identifies if any additional help is needed. The childminder is skilled in helping children to develop their imaginative ideas. She joins in with their play positively and engages well with the children. The childminder questions children well about their experiences and thoughts and introduces new words into their play. For example, children giggle as the childminder becomes a pirate and talks about the different parts of her ship. This helps children to develop good language skills.

### Personal development, behaviour and welfare are good

Children respond well to the childminder's warm and reassuring approach. She offers children continual praise and encouragement and successfully supports their self-esteem and confidence. The childminder regularly takes the children out into the local community. They attend various playgroups, which helps them to mix with other children, build friendships and develop positive social skills. Children's good health is promoted well. For example, they choose from a range of healthy snacks provided and are encouraged to try them. The childminder takes the children to the local park, where they use a range of large and small equipment that helps to promote their physical development well.

### Outcomes for children are good

Children show a keen interest in books, which is effectively fostered as they choose for themselves from a range of accessible books and regular trips to the local library. They communicate well and begin to use new vocabulary in their play. Children enjoy sensory play and practise their early writing skills as they make marks in sand. They are independent and confident and show a willingness to 'have a go' for themselves. Children quickly gain the skills needed for their next stage in learning, including school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY296225                                                                          |
| <b>Local authority</b>             | Lewisham                                                                          |
| <b>Inspection number</b>           | 1092140                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 2                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 25 June 2015                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2004 and lives in the London Borough of Lewisham. She operates Monday to Thursday from 8am to 6pm, during term time only.

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