

Childminder report

Inspection date	8 November 2018
Previous inspection date	26 January 2016

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

- Partnerships with parents are good. The childminder regularly shares summaries of children's progress to support their learning at home and promote a consistent approach.
- The childminder provides a broad range of activities for children based on a good knowledge of their individual interests and needs. Children are confident and motivated to learn. They make good progress from their starting points.
- Children are happy and settled. They play well together and form close bonds with the kind and caring childminder, who understands the importance of supporting children's emotional well-being. Children's behaviour is good.
- The childminder helps children learn about the wider aspects of the world during planned activities. For example, they visit local groups and children strengthen their understanding of the similarities and differences between themselves and others.
- The childminder seeks support from other local childminders. They reflect together on their work with children and share good practice to make continual improvements to their provision.

It is not yet outstanding because:

- The childminder does not consistently plan activities that support children learning English as an additional language to encourage them to use their home languages in play.
- The childminder does not fully involve children to take part in aspects of the daily routine that encourages independence.

What the setting needs to do to improve further

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

- provide opportunities for children to play and learn using their home language, to further promote their self-esteem
- review daily routines to increase opportunities for children to develop their independence skills.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning indoors.
- The inspector observed mealtimes and personal hygiene routines, including nappy changing procedures.
- The inspector evaluated an activity with the childminder and reviewed her systems for monitoring children's progress.
- The inspector read the childminder's safeguarding policy and complaints procedure.
- The inspector discussed with the childminder her self-evaluation and took account of parents' comments.

Inspector

Jane Winnan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding children and wider child protection issues. She knows how to make a referral should she have any concerns about a child's welfare. Risk assessment is effective. The childminder is interested in her continuous professional development. For example, she attends mandatory training and makes use of online training to update her knowledge and improve outcomes for children. The childminder fully involves parents and children in the evaluation of her service. Parents comment that they enjoy reading about the daily activities their children are involved in and are very happy with the service provided.

Quality of teaching, learning and assessment is good

The childminder uses her observations and accurate assessments of children to plan for the next steps in their learning. She supports children to develop their communication skills well. For example, she constantly interacts with children and repeats words to reinforce early language and to develop their vocabulary. Children respond well to questions and are beginning to talk. During activities, the childminder uses every opportunity to teach children early mathematical skills and colour recognition. For instance, she plays shops with children to help reinforce counting and encourages them to sort coloured counters into slots, in the till.

Personal development, behaviour and welfare are good

The childminder celebrates children's achievements well. For instance, she displays many examples of their artwork to build confidence in their own abilities. The childminder supports children to learn how to be safe. For example, when blowing bubbles she talks to children about wiping up the bubble mixture on the floor, to prevent falls. The childminder acts as a positive role model and provides good support to help children develop their social skills. For example, she reminds them to say thank you. The childminder provides healthy meals for children and teaches them good hygiene routines. Children enjoy fresh air and exercise on a daily basis. For instance, the childminder organises regular outings to local parks, farms and woodland areas to learn about the natural world. Children are safe and secure in her care.

Outcomes for children are good

Children develop a love of books. For example, they enjoy choosing stories for the childminder to read, lift flaps and turn pages as they go. Children develop their literacy skills well. For instance, they draw animals and faces with crayons to improve their writing skills. Children develop good physical skills and high levels of concentration when they play with dough. For example, they spend time manipulating a range of tools. Children learn the skills they need for the next stage in their learning.

Setting details

Unique reference number	EY315432
Local authority	Bromley
Inspection number	10061937
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 January 2016

The childminder registered in 2005 and lives in St Paul's Cray, Orpington, Kent. She operates all year round from 7.30am to 6pm. The childminder receives funding to provide free early education for two-, three- and four-year-old children. The childminder has a relevant level 3 early years qualification.

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