

Childminder Report

Inspection date	26 January 2016
Previous inspection date	22 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder thinks carefully about the training she completes and evaluates the effect her updated skills and knowledge has on children's learning and development.
- The childminder ensures that she provides children's favourite toys and resources and plans activities that link to their interests. Children develop a range of skills that prepare them for the next stage in their learning. They make good progress from their starting points.
- The childminder provides a broad range of opportunities for children to practise and develop their large physical skills. For example, children enjoy playing in the garden, go on nature walks, and visit parks and indoor soft play facilities.
- Children are confident learners who take pride in their achievements as well as celebrating those of their friends. The childminder offers positive praise and children respond extremely well to this. Children develop high levels of self-esteem.
- Children behaviour is excellent. They are extremely polite and respectful of others, and are very kind and caring.

It is not yet outstanding because:

- The childminder is not always successful in involving parents in their child's learning and development to help promote a shared approach to supporting children.
- The childminder misses opportunities to share information with other early years settings children also attend to promote continuity in their learning and development.

What the setting needs to do to improve further

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

- explore further ways to encourage parents to share information about their child's learning and development to help promote a consistent approach
- strengthen partnerships with other settings that children attend to promote a shared approach to supporting their learning and development.

Inspection activities

- The inspector observed activities indoors.
- The inspector had discussions with the childminder and children.
- The inspector took account of the views of parents and carers.
- The inspector and childminder completed a joint observation together.
- The inspector sampled a range of documentation, including children's records and evidence of the childminder's suitability.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes training to keep her knowledge about child protection up to date, and ensures that parents are aware of her responsibility to safeguard children. She provides a safe and secure environment for children. The childminder evaluates the quality of her provision well. She values the views of parents and other professionals to help her identify areas to develop and improve. The childminder monitors children's progress through regular assessments of their learning and development. She uses these successfully to plan a good range of activities that support children's learning.

Quality of teaching, learning and assessment is good

Children are independent learners who lead their own play. They make independent choices from easily accessible toys and resources. The childminder is skilled at giving children time to investigate and steps in when appropriate to add to their experiences and extend learning. For example, when children created with shapes the childminder helped them match these to objects in the environment. Children develop positive early reading skills. They enjoy favourite stories, which they listen to intently. The childminder promotes children's good communication and language skills. For example, she encourages discussions and asks children questions that help them to develop their thinking skills. Children join in the celebrations of others and enjoy interesting and informative outings. This helps them learn about people's similarities and differences.

Personal development, behaviour and welfare are outstanding

The childminder works extremely closely with parents and carers to meet children's care needs exceptionally well. For example, she provides settling-in routines that are individual to each child and gains excellent information from parents to develop an extensive understanding of children's needs. Children settle extremely well with the childminder. The childminder provides an excellent role model to children and promotes their independence highly effectively. Children learn to manage their own personal needs extremely well. For example, they know why and when they may be hungry, and visit the bathroom independently from a young age. Younger children are extremely motivated in their learning and development. They learn from older children how to manage more difficult tasks. For example, young children copy the older ones and sharpen their pencils at the bin.

Outcomes for children are good

All children make good progress. They develop the skills needed for their next stage in learning, including starting pre-school or school.

Setting details

Unique reference number	EY315432
Local authority	Bromley
Inspection number	827249
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 January 2009
Telephone number	

The childminder registered in 2005. She lives in St Paul's Cray, Orpington, Kent. The childminder offers her service from 7am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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