

Childminder Report

Inspection date

29 November 2016

Previous inspection date

3 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children play well together and form good friendships. The childminder supports them well to help accept each other's needs and take turns with toys. Children's behaviour is good.
- The childminder builds good relationships with children. For example, she is warm and positive and children go to her for cuddles and reassurance. Children's emotional well-being is supported well.
- All children make good progress from their individual starting points. The childminder regularly tracks their achievements and identifies any gaps in their development. She is aware of how to effectively extend their learning.
- The childminder makes effective use of opportunities to continually extend her skills and knowledge. For example, she networks with other professionals and actively researches useful information and updates.

It is not yet outstanding because:

- The childminder does not gain and share individual learning information well with other settings that children attend to support all areas of children's learning.
- The childminder involves parents well in children's learning but has not considered ways to successfully include them in helping her to evaluate her setting.

What the setting needs to do to improve further

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

- develop the quality of information sharing with other settings that children attend to further support their learning and development
- extend further the good evaluation practice to include the views and suggestions of parents.

Inspection activities

- The inspector gained the views of parents through written feedback.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's policies and discussed her self-evaluation.

Inspector

Sarah Taylor-Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder keeps her knowledge up to date and is aware of how to protect children from harm, such as identifying those who may be at risk of extreme views or behaviours. She knows the procedures to follow if she has concerns about any child's welfare. The childminder reflects on her practice and updates her knowledge well. She develops areas of her practice to benefit children and their families. For example, she has increased the opportunities to share observations with parents throughout the day. The childminder sometimes works with assistants and supports them well. For instance, they are aware of the key information from her recent training and they understand the policies she has in place.

Quality of teaching, learning and assessment is good

The childminder observes children's play well and uses the information to plan and extend their learning further. She supports children's language development in a variety of ways. For example, she uses sign language to help the youngest children with their communication. Children who learn more than one language are particularly well supported. For instance, the childminder ensures that she is aware of which words they know in each language and closely monitors their language development. The childminder helps children build their mathematical knowledge well. For example, she encourages them to sort objects by colour and introduces them to numbers.

Personal development, behaviour and welfare are good

Children learn to be independent. For example, the childminder gives them opportunities to learn how to unzip their coats. The childminder helps children to learn about the importance of rest and sleep. For instance, she talks to young children about how they feel and if they are ready for their sleep. Children have good opportunities to develop their social skills. For example, the childminder takes them to toddler groups in the local community so they can meet other people and build confidence. The childminder provides children with a good range of outdoor play and learning experiences. They enjoy visiting the woods and local parks to challenge their physical skills.

Outcomes for children are good

Children learn to make choices and initiate their own play. They learn to persevere with tasks until they are complete. For example, children are keen to put shapes through the correct hole in the shape sorter. They show pride and confidence in their achievements and celebrate their success. Children develop positive attitudes towards learning. They learn a good range of skills to help them be ready for their next stages of learning at pre-school or school.

Setting details

Unique reference number	EY317873
Local authority	Bromley
Inspection number	1061952
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	3 May 2013
Telephone number	

The childminder registered in 2006 and lives in Orpington within the London Borough of Bromley. She offers care on weekdays from 7am to 5.30pm all year round, except bank holidays and family holidays. The childminder sometimes works with assistants.

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