

Childminder Report

Inspection date

11 January 2016

Previous inspection date

23 April 2010

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Children respond well to the childminder as she skilfully extends their learning and helps them make good progress.
- Children form excellent attachments with the childminder and her family. The childminder is highly effective in promoting children's confidence and self-esteem.
- Children are motivated and enthusiastic learners. They enjoy playing with a wide range of stimulating toys and concentrate well during planned activities.
- The childminder has a good relationship with parents. She regularly exchanges information about care and learning and involves them in their child's learning.
- The childminder ensures her home is safe. She is highly effective at encouraging the children to be aware of their own safety, for example, she reminds children to tidy up to avoid trips and not to run. Parents comment on how safe they feel their children are.

It is not yet outstanding because:

- The childminder does not consistently make full use of her self-evaluation to drive improvements to enable her to develop a fully outstanding practice.
- The childminder does not take all opportunities during the daily routine to develop children's independence skills and encourage them to tackle manageable tasks.

What the setting needs to do to improve further

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

- use self-evaluation even more effectively to further target improvements to continually build on the quality of practice and children's learning experiences
- build on children's opportunities to develop their independence skills.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed the children's assessment records and a selection of policies and procedures, including safeguarding.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues. She implements a clear policy about safeguarding and shares this with parents. The childminder understands how to report any concerns she may have about a child's well-being. She works closely with parents when children first start and continues to do so during their time with her. The childminder is aware of children's interests, needs and abilities. She provides good care and promotes their ongoing learning through planned activities. The childminder uses observation and assessment to monitor children's progress. She successfully identifies any gaps in their learning and extends their development. The childminder updates her knowledge through guidance from the local authority and by attending childminder meetings where there are exchanges of good practice and new ideas.

Quality of teaching, learning and assessment is good

The childminder has a detailed understanding of how children learn. She adapts her resources to meet their individual learning styles. For example, pushchairs and bags are available for children who like to move toys around. The childminder prepares children for their move to school very effectively. For example, she develops their reading skills. The childminder takes every opportunity to expand children's mathematical skills, such as discussing shapes in detail as they cut them out to make a picture. The childminder is skilled at extending all children's communication and language skills. For example, she extends the vocabulary of younger children by talking to them and asks detailed questions that require extended answers to older children.

Personal development, behaviour and welfare are outstanding

Children are exceptionally happy, confident and relaxed as they play and talk to adults. They are extremely secure with the childminder and her family and show affection. The childminder is an excellent role model and has high expectations for children's behaviour. She teaches them to share, take turns and respect each other and the toys. Children have excellent physical and emotional well-being and the childminder carefully attends to their individual care needs. For example, she changes her routines to accommodate the sleep patterns of individual children. Children have outstanding opportunities to develop their physical skills, knowledge of healthy eating and understanding of the world around them. For example, they use the large equipment at the park and visit the local farm to pick and try the different fruits that are in season.

Outcomes for children are good

Children make good progress across all areas of learning. They show a genuine interest to learn and gain skills that prepare them well for pre-school or school.

Setting details

Unique reference number	EY318475
Local authority	Bexley
Inspection number	834535
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	7
Name of provider	
Date of previous inspection	23 April 2010
Telephone number	

The childminder registered in 2005 and lives in Bexleyheath, Kent. She cares for children between the hours of 7.30am and 6pm, Monday to Friday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

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