

Childminder Report

Inspection date	31 March 2016
Previous inspection date	8 March 2011

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

- The childminder effectively uses the information from her observations and assessments to plan for children's next stages in learning. Children make good progress from their starting points.
- Children use and develop their home languages in their play. For example, they talk and sing nursery rhymes in their home language with the childminder.
- The childminder provides children with clear guidance and explanations to help them learn to manage their own behaviour.
- Parents are very happy with the service that the childminder offers. They comment that she is 'very loving and caring' and that she 'provides varied activities.'
- The childminder promotes regular opportunities to involve parents in their children's learning, for example, through daily discussions and by suggesting activities that they can do together at home. This supports a consistent approach for children's learning.
- The childminder completes thorough risk assessments. This helps children to be able to play safely in their surroundings.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to allow children to do things for themselves and fully develop their independence skills.
- The childminder does not use opportunities to fully extend and develop children's mathematical skills as they play.

What the setting needs to do to improve further

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

- strengthen opportunities to promote children's independence skills to prepare them for their move to school or nursery
- increase opportunities to support children's mathematical development further and extend their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including evidence of suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She attends frequent training to improve her knowledge and skills. For example, she understands how to contain a fire in the kitchen and have the time to exit the property safely. The childminder monitors children's progress. This helps her to identify any gaps in their development early and provide the appropriate support. She uses the views of children, parents and other professionals well in the self-evaluation process. She sets herself targets for improvement to help provide better outcomes for children. The childminder works with other settings children attend to share information and support continuity of learning.

Quality of teaching, learning and assessment is good

The childminder promotes the learning and development of children in her care effectively. She supports their communication and language skills well. For example, she uses continual discussion and questions to help them think for themselves. This helps to keep children's motivation and interest in their learning. The childminder builds children's understanding of the world around them. For instance, they talk about why plants need water to grow. She promotes their literacy development, for example, by reading to them and by encouraging them to write their own names. Children learn about healthy lifestyles. For instance, the childminder talks to them about why vegetables are good for them and the benefits to their bodies.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. Children are happy and enjoy their time with her. The childminder supports children to form secure emotional attachments and positive relationships with her and other children at the setting. For example, they all go to the door to greet new children on arrival. This helps them to settle well and supports their emotional well-being. The childminder encourages children's understanding of other people and their wider community. For instance, they regularly visit local groups and parks. Children learn to keep themselves safe, such as practising regular emergency procedures with the childminder.

Outcomes for children are good

Children make good progress and are ready for their next stage in learning. They are confident and talk about their experiences outside of the setting. This helps to build their personal, social and emotional development. Children develop good literacy skills, such as sounding out letters of the alphabet and by starting to write their name. They gain the skills they need for their move to school or nursery.

Setting details

Unique reference number	EY334229
Local authority	Lewisham
Inspection number	1040823
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	8 March 2011
Telephone number	

The childminder registered in 2006. She offers care Monday to Friday, 8am to 6pm, throughout the year. The childminder has a relevant childcare qualification at level 3.

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