

Childminder Report

Inspection date

11 May 2017

Previous inspection date

10 February 2015

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 provides a stimulating, engaging and well-equipped learning environment. High-quality resources, toys and books are easily accessible and children choose and use these with confidence.
- The childminder understands how children learn. She works closely with them to provide rich and imaginative experiences.
- The childminder reflects on her setting to assist her in promoting good outcomes for children. For example, she seeks the views of parents and children through questionnaires that help her to identify improvements.
- Children learn about peoples' differences beyond their own experiences. For instance, the childminder uses a range of resources and experiences, such as library books and visits to the local museum, to teach them about respecting and valuing diversity.
- The childminder helps children to learn about their local environment. For instance she takes them for walks to the park and toddler groups regularly. They discuss road safety and learn how to keep themselves safe.

It is not yet outstanding because:

- The childminder does not consistently gather detailed information on entry that can then be used to form precise assessments from the start.
- The childminder does not make the best use of opportunities to develop and extend her skills and knowledge even further.

What the setting needs to do to improve further

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

- build on the initial information gathered from parents at the start to identify next steps in learning even more precisely from the outset
- make the best possible use of opportunities to develop and extend skills and knowledge to help raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector read questionnaires from parents and took account of their views.

Inspector

Claire Douglas

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the signs and symptoms that would cause her concern. She is aware of the indicators of children being drawn into situations that put them at significant risk. She assesses and minimises risks to children effectively. Children move around freely and safely in her home. The childminder maintains good standards in children's learning and care. For example, she shares views with other childminders and attends forums to help keep up to date. Parents express positive feedback. For instance, they state the childminder is very helpful, caring and flexible and that their children are happy in her care.

Quality of teaching, learning and assessment is good

The childminder has many years of experience and knows the children well. The childminder provides parents with good verbal feedback about children's activities and daily routines. This helps parents to support their children's learning at home. She supports children's language and communication skills effectively. For example, while focusing on the colour blue, she asks children to describe the shape, number and colour. They find blue items out of the colour basket and learn new words and ideas. Children learn about looking after living things. For instance, they enjoy digging in the garden and planting seeds. Good relationships are established with the other settings older children attend, to share information with teaching staff and promote children's learning further.

Personal development, behaviour and welfare are good

Children develop confidence and independence. For example, they happily take on responsibilities, such as helping younger children to count the ducks when sharing a story. They show a strong sense of belonging and security. Children learn to manage their own personal needs, such as handwashing. They behave well. For instance, the childminder teaches children the importance of turn taking and being kind to others, and children respond well to her. The childminder successfully supports children's awareness of healthy lifestyles. For example, they enjoy nutritious snacks, such as sliced grapes and croissants. They develop good physical skills, for instance, they take time to carefully manoeuvre bolts around the plastic screws and they enjoy dancing to music.

Outcomes for children are good

Children of all ages make good progress in their learning. They develop skills to support their future learning. For instance, they engage in activities that help them to develop mathematical skills as they sort small animals into colours onto the corresponding plates. Children learn early writing skills, for example, they are encouraged to write their names on their own art work, developing hand-to-eye coordination, and letters and their sounds.

Setting details

Unique reference number	EY335739
Local authority	Lewisham
Inspection number	1092752
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	6
Name of registered person	
Date of previous inspection	10 February 2015
Telephone number	

The childminder registered in 2006. She lives in the London Borough of Bromley. She provides childcare all day on Monday to Friday, during term time only.

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