

Childminder Report

Inspection date

9 January 2017

Previous inspection date

18 January 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

- The childminder and her assistant provide effective support to help young children build on their communication and language skills. Young children learn to use simple words to comment on what they observe. For example, they try posting shapes into a shape sorter and they say 'no' when a shape does not fit and they try another slot.
- The childminder reflects well on her practice and plans well for improvements. For example, she has attended a range of training courses to help update her knowledge and skills. She makes effective use of her new knowledge to improve her practice. For example, after behaviour management training she now uses a consistent and positive approach to help children manage their behaviour.
- The childminder supports children and their families well. For example, she establishes effective partnerships with parents and professionals to help support children who have special educational needs and those who are learning English as an additional language. This joint approach helps to identify and reduce gaps in children's learning. Children make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not make the most of the information from her observations and assessments to help children make even better progress.
- The childminder does not consistently support opportunities for children to learn to use their imagination, thoughts and ideas in play.

What the setting needs to do to improve further

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

- provide consistent opportunities for children to develop their imagination and to learn to use their thoughts and ideas
- develop further the use of ongoing observation and assessment and gain the most precise picture of children's individual learning and development.

Inspection activities

- The inspector observed the children and their interactions with the childminder.
- The inspector viewed a sample of documents including children's learning records.
- The inspector held discussions with the childminder and her assistant.
- The inspector assessed the childminder's self-evaluation process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant understand the procedures to follow to protect the welfare of the children in their care. They supervise children well and teach them how to keep themselves safe from harm. The childminder monitors her assistant's practice and the overall quality of teaching to help maintain good standards in children's learning and care. Partnership with other early years providers and schools is strong. For example, the experienced childminder is associated with the local toddler group and pre-school, which helps her to support continuity in children's experiences.

Quality of teaching, learning and assessment is good

The childminder supports children well to build on their mathematical skills. For example, children explore number symbols and the childminder helps them to identify number names, such as 'three' and 'four'. She skilfully makes use of children's interests to help support their understanding of the world. For example, she helps them learn to identify a caravan, a crane and a truck as they explore toy models of vehicles. The childminder provides a range of opportunities to help children learn about what makes them special. For example, she provides them with activities and resources that reflect their home languages. These experiences help children to develop a sense of belonging, which also helps to support their emotional development well.

Personal development, behaviour and welfare are good

Children form friendly relationships with the childminder. For example, they enjoy playing peek-a-boo with her and they smile when she uncovers her face. They build on their social skills. For example, the childminder supports children to learn to share and take turns during their play and to apologise when they display unacceptable behaviour. Children learn to understand the consequences of their actions. Children develop a healthy lifestyle. For example, they enjoy a range of outings, such as nature walks, with the childminder and they benefit from regular opportunities to exercise in the fresh air. The childminder works in close partnership with parents to help establish mealtime routines for children and to consistently encourage their independence during activities.

Outcomes for children are good

Children explore making marks, for instance, with felt tip pens. Young children learn to repeat simple phrases and to associate objects with words. For example, they turn the wheels of their toy truck when the childminder says 'orange wheels'. Children are confident and freely share their experiences with others. They are prepared well for the next stages in their learning and the move to school.

Setting details

Unique reference number	EY344844
Local authority	Greenwich
Inspection number	1062037
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	10
Number of children on roll	10
Name of registered person	
Date of previous inspection	18 January 2013
Telephone number	

The childminder registered in 2006. She lives in Eltham, in the Royal London Borough of Greenwich. She cares for children from Monday to Friday, 7.30am to 6pm, all year round.

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