

Childminder Report

Inspection date

30 November 2015

Previous inspection date

3 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 uses her knowledge of children's interests and abilities to plan a positive range of activities well. Children make good progress in their early communication and social skills. For example, the childminder engages in purposeful conversation and introduces new words to help extend their vocabulary.
- The childminder provides a friendly and welcoming environment where children are happy and settled. She promotes their emotional well-being effectively. Children are extremely keen to play together and interact with the childminder.
- Children show increasing confidence in their play and learning. They make lots of choices about what they want to play with and are proud of their achievements.
- The childminder shares information about children's progress with parents to help promote a consistent approach to children's learning and development.
- The childminder is qualified and continues to access training when possible. Her strong knowledge and understanding have a positive impact on children's learning and development.
- The childminder reflects on her practice. She values the views of parents and children to makes positive changes.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to encourage children to extend their thinking skills.
- The childminder does not always provide sufficient experiences for children to learn about and use technology.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their thinking skills further
- provide more opportunities for children to use and develop their understanding about technology.

Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector observed the quality of teaching during activities.
- The inspector talked to the childminder at appropriate times throughout the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector viewed evidence of the childminder's suitability, a sample of policies and procedures, and children's assessment records.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended recent training and has a good understanding of how to protect children and keep them safe from harm. She has a clear understanding of the child protection procedures to follow to raise any concerns regarding children's welfare. The childminder continually checks the premises to minimise hazards to children. She regularly observes children as they play and uses assessments well to identify children's next stages in learning. The childminder monitors children's progress to ensure that she can provide early support if there are any gaps in their learning. She is proactive in improving her knowledge to benefit children's learning and development.

Quality of teaching, learning and assessment is good

The childminder provides a variety of resources and activities based on the children's interests. This helps children to make progress in relation to their starting points. Young children are confident to explore and find out things for themselves. Children concentrate well during craft activities. For example, they use excellent eye to hand coordination and learn about shape, colour and texture. The childminder praises children's efforts and achievements. They are motivated to participate in new experiences and develop an interest in learning. For example, children ask questions to learn about water and ice. The childminder gives them opportunities to learn about the world they live in, such as taking children on regular outings. She encourages children to develop their knowledge of other people's cultures, for example, with resources and celebrations of festivals. The childminder promotes children's mathematical skills well. For example, she teaches children about numbers, colours and shapes through everyday routines and activities.

Personal development, behaviour and welfare are good

The childminder obtains useful information from parents about children's individual care needs and development. This helps her effectively support children's well-being. The childminder builds up children's confidence, such as by giving lots of praise, encouragement and reassuring cuddles. The childminder is a positive role model to the children. She encourages polite behaviour, manners and good social skills. Children develop a good understanding of healthy lifestyles. The childminder provides a range of nutritious meals and snacks. Children receive plenty of fresh air and learn to keep safe, for example, through practising road safety and evacuation drills.

Outcomes for children are good

Children make good progress in all areas of learning. They enjoy learning and develop the key skills needed for their future learning.

Setting details

Unique reference number	EY346024
Local authority	Bexley
Inspection number	835136
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 provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder registered in 2007. She lives in Welling, in the London Borough of Bexley. She provides childcare Monday to Friday from 7.45am to 6.30pm, during term time. The childminder holds an appropriate childcare qualification at level 3.

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