

# Childminder Report

**Inspection date**

24 May 2018

Previous inspection date

1 December 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 interacts with children well and they enjoy spending time with her. Children share their excitement as they play and seek comfort from the childminder when they are tired. The childminder supports their emotional well-being effectively.
- The childminder is a positive role model. She demonstrates expected behaviour well, such as saying 'please' and 'thank you' to the children. Children behave well and learn good manners.
- The childminder builds effective partnerships with parents. Parents are fully involved in their children's time at the setting and contribute their own observations of what children can do at home. This helps the childminder to monitor children's progress well and ensures a consistent approach to children's care and learning. All children make good progress from their starting points.
- The childminder keeps her knowledge current, for example, by attending training and sharing practice with childminder colleagues.

### It is not yet outstanding because:

- The childminder does not always plan snack time effectively, to keep all children engaged and settled.
- The childminder does not consistently organise activities so that children have the space they need to explore fully and extend their learning more.

## What the setting needs to do to improve further

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

- further develop snack time routines so children sit for shorter periods and know what to expect next
- review the organisation of some activities so that children have more space to move, explore and extend their learning to an even higher level.

### Inspection activities

- The inspector observed the childminder and the children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records.
- The inspector took note of written views from parents.
- The inspector viewed areas of the house and garden used for the care of children.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is knowledgeable about child protection issues and what actions to take if she has concerns regarding the welfare of a child. The childminder effectively evaluates her practice and her provision. She reflects on any changes she makes to the setting and her plans for ongoing improvements. For example, she has addressed all areas for improvement from her last inspection. The childminder has developed learning experiences outdoors, particularly for those children who learn better outside. She has also improved opportunities to help strengthen children's increasing social skills. Children achieve positive outcomes in their learning. Parents are highly satisfied with the level of care and support for their children.

### Quality of teaching, learning and assessment is good

The childminder uses observations and assessments well to identify any gaps in learning. She provides appropriate activities to help children catch up. The childminder follows children's interests and gives them opportunities to solve problems. For example, children enjoy playing with bubbles and exploring them independently. The childminder gives children many opportunities to explore activities of their choice and develop their understanding of how resources work. For example, younger children learn how to use the water wheel. The childminder support children's language skills well. For instance, she asks many questions and gives them time to think and respond. She counts with the children and talks about 'more' and 'enough' to develop their mathematical language further.

### Personal development, behaviour and welfare are good

The childminder provides a variety of opportunities for children to enjoy and explore their community and learn about the wider world. For example, they attend local events and go on outings. The childminder helps children to understand about themselves and people around them. She encourages them to be respectful, kind and tolerant of each other. The childminder promotes children's health and well-being successfully. For example, she informs parents quickly when children feel unwell. The childminder helps children to be active and exercise. She provides healthy and nutritious snacks and meals. Children develop good hygiene habits and healthy lifestyles.

### Outcomes for children are good

Children are confident and they explore the resources available with enthusiasm. They develop good communication skills, which they use effectively. For example, they respond appropriately to the childminder and repeat words. Children learn good social skills, such as when they play with their friends and eat meals together. They take turns and share resources well. Children are very independent and learn to keep themselves safe, for example, as they take care on the steps. Children learn many skills that will support them for their future and eventually school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY361237                                                                          |
| <b>Local authority</b>             | Bromley                                                                           |
| <b>Inspection number</b>           | 1130002                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 15                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 1 December 2015                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2007 and lives in Bromley, in the London Borough of Bromley. She works from 7.30am until 6pm on Monday to Friday, all year. The childminder has a childcare qualification at level 2.

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Piccadilly Gate  
Store St  
Manchester  
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