

Childminder Report

Inspection date

18 September 2015

Previous inspection date

2 March 2009

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

- Children are keen to learn and they eagerly join in with play. The childminder provides a happy environment for the children as she enthusiastically encourages children's learning through the way she talks and plays with them.
- The childminder provides a range of experiences for children to learn about other people, including those from different cultures and traditions. Therefore, children learn to value differences and begin to understand the views of others.
- Children are very keen to share their experiences with the childminder and she praises them for their efforts. Children form close relationships with the childminder and this has a positive effect on their emotional well-being.
- Partnerships with parents are strong. Parents say that the childminder continually updates them about their children's time at her setting and that children settle well in her care.
- Children make good progress as the childminder monitors their progress effectively and focuses well on their achievements when she plans for improvements.

It is not yet outstanding because:

- Resources are not always arranged in a way that allows children to choose from them as freely as possible.
- On occasions, the childminder misses opportunities for children to be more involved in daily routines.

What the setting needs to do to improve further

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

- extend opportunities for children to make choices from the full range of resources so they can more freely follow their interests during play at all times
- review the organisation of routines, particularly mealtimes, so that children do not spend time just waiting.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out discussions with the childminder at appropriate times.
- The inspector sampled policies and procedures, and children's developmental records.
- The inspector took into account the views of parents and children.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is effective. The childminder takes into account the views of parents and children to identify areas that need further development. She has made good progress towards recommendations set in the previous inspection, which demonstrates her capacity for continuous improvement. The childminder has established strong links with other settings that children attend and shares information with school staff to continue children's learning at her setting. This has a positive effect on children's progress and development. The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She updates herself about good practice through appropriate training. Safeguarding is effective. She knows how to identify signs and symptoms that may raise concerns regarding children's well-being. The childminder has a clear understanding of the procedures to follow to protect children.

Quality of teaching, learning and assessment is good

The childminder has precise knowledge of what children know and can do. She uses this effectively to plan enjoyable learning experiences for them. She provides a good range of resources that cover all areas of learning, including technology, and makes good use of children's play to extend their learning further. For example, when children passed a toy phone to the childminder, she engaged in pretend conversation with the child's parent. The child watched intently and smiled, showing enthusiasm. Children develop their mathematical skills, for example, as they learn to identify number symbols and say number names. Younger and older children learn alongside one another as they share a story with the childminder and develop their early reading skills. Young children point to pictures and name objects. Older children demonstrate confidence and curiosity as they freely ask questions about the story, to develop their understanding further.

Personal development, behaviour and welfare are good

Children develop a sense of belonging as they contribute to daily routines such as tidying up after play. The childminder provides nutritious meals for children and she helps them to develop a healthy lifestyle. For example, children exercise on their walks to local amenities and on visits to the local play park. Children practise being independent as they learn to feed themselves at mealtimes. The childminder gently prompts children to share and take turns with each other during play. Children build on their social skills as they learn to understand the needs of others.

Outcomes for children are good

The childminder plans effectively for individual children's progress, including those learning English as an additional language. This helps her to raise outcomes for all children and ensure their steady progress towards the next stages in their learning. She helps older children to develop skills that will prepare them well for school.

Setting details

Unique reference number	EY365575
Local authority	Greenwich
Inspection number	828956
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	2 March 2009
Telephone number	

The childminder registered in 2000. She lives in the London Borough of Greenwich. She has a diploma at level 3 in home-based childcare. She provides childcare all day on weekdays for most of the year.

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