

Childminder Report

Inspection date

13 December 2016

Previous inspection date

24 October 2012

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 make good progress in relation to their starting points. The childminder provides children with a good range of toys and resources. Children concentrate, engage well and enjoy leading their own play.
- The childminder monitors children's progress to help identify their achievements and make plans to move them forward in their learning. He shares this with parents and other settings that children attend to help provide consistency of care and learning.
- The childminder keeps up to date with new information. For example, he shares ideas with other professionals and completes independent research and reading.
- Children have many opportunities to learn about healthy lifestyles. For example, they follow good hygiene procedures, enjoy nutritious foods and snacks, and play outside in the fresh air.
- Children build positive relationships with the childminder and each other. For example, they talk about their homes and families, and seek out the childminder for reassurance and comfort.

It is not yet outstanding because:

- The childminder does not consistently challenge children's learning further to help them make the best possible progress.
- Children do not have a wide range of opportunities to help them develop further their early writing skills.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend and challenge children to help them achieve at the highest level
- improve the range of opportunities to enable children to explore and develop their early writing skills.

Inspection activities

- The inspector observed the childminder playing and interacting with the children.
- The inspector held discussions with the childminder in relation to observations of children's learning, play and progress.
- The inspector held a meeting with the childminder.
- The inspector considered the written feedback from parents.
- The inspector looked at a sample of paperwork including children's records, suitability checks and training certificates.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The childminder works well with his co-childminder. Together they provide a welcoming setting for children and their families. For example, he finds out about children's home backgrounds and their interests, which he uses effectively to help him meet their needs. The childminder reflects well on his strengths and has met previous recommendations. For example, he has gained new knowledge about children's communication and language development. He introduces new words and asks questions to help extend their language. Safeguarding is effective. The childminder keeps his knowledge up to date and understands his responsibility to protect children. He knows the process to follow if he feels children are at risk of harm.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and joins in effectively to help them extend their play. For example, children learn and gain an understanding of the way things work such as the blades of a helicopter. The childminder helps children to achieve the next steps in their learning. For example, he finds out from other settings what they are working on, and uses children's favourite activities from home to support his planning. Children are helped effectively to complete their chosen tasks. For example, when children are playing in the sand, the childminder asks them how the truck moves and operates, and introduces relevant mathematical language into their play such as talking about 'more than' and 'less than' while they shovel sand with the digger scoop.

Personal development, behaviour and welfare are good

The childminder helps children to build good levels of self-esteem. For example, he praises them for their creative play and takes photographs of their crafts to share with parents. The childminder helps children to learn about safety. For example, he reminds them to use the equipment correctly and to take care when playing with younger children. The childminder is sensitive to the individual needs of the children. For example, he respects their privacy when they change their clothes to get ready to go to school and provides support and encouragement to help them try out new foods.

Outcomes for children are good

Children settle well into the setting and quickly become familiar with the routines and boundaries. For example, children choose their own toys and confidently ask for help if required. Children communicate effectively and are eager to talk to the childminder, for example, when he joins in with their play. Children learn a wide range of skills, which helps them to prepare for the next stage in their learning. For example, they count to 10 and recognise some letters of personal significance.

Setting details

Unique reference number	EY382567
Local authority	Bexley
Inspection number	1058882
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	24 October 2012
Telephone number	

The childminder registered in 2008. He lives in Sidcup, in the London Borough of Bexley. The childminder works with a co-childminder. He is available to work each weekday from 8am to 6pm for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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