

Childminder report

Inspection date	30 October 2018
Previous inspection date	18 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder and her assistant observe children regularly as they play, and make accurate assessments of children's learning and development. They use this information well to plan for children's individual needs, interests and abilities. Children make good progress in their learning.
- Positive partnerships with parents are established and maintained. The good exchange of daily information supports children's ongoing welfare and learning.
- The childminder and her assistant work well together. They are positive role models, and are very caring and friendly towards the children. This promotes good behaviour and gives children a sense of belonging.
- The childminder provides a warm and homely environment. New children settle quickly and feel secure. The childminder and assistant listen well and are attentive to the children. They regularly provide praise and encouragement which support children's emotional well-being effectively.
- Effective information sharing with staff at other settings helps to ensure a smooth transition for children as they move between the childminder's setting and nursery, and subsequent move to school.

It is not yet outstanding because:

- Occasionally, the childminder and assistant do not encourage children to think through and develop their ideas during activities, to further develop their enjoyment and involvement.

What the setting needs to do to improve further

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

- consider ways to include children's creative ideas more in the activities provided, to extend their interest and enjoyment further.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside.
- The inspector looked at policies and documents, including suitability checks for everyone in the household.
- The inspector held discussions with the childminder and her assistant about their practice.
- The inspector looked at observations and the children's development records.
- The inspector read and took account parents' views in the learning journals, questionnaires and daily contact diaries.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have completed relevant training. They both understand their role in protecting children and have the necessary knowledge to follow procedures if they have a concern about a child's welfare. The childminder completes thorough risk assessments which help children to be able to play safely in their environment. The childminder and assistant reflect on their practice and use questionnaires to seek the views of parents and children. They plan developments for their provision which help to improve outcomes for children. For example, they introduce and focus on different authors each term to extend literacy skills. The childminder has successfully improved the arrangement to supervise her assistant effectively.

Quality of teaching, learning and assessment is good

The childminder and assistant observe children and get to know them well. They demonstrate a good understanding of children's current levels of development. The childminder and assistant support children's communication and language skills effectively. For example, when sharing stories, they look at rhyming words and engage children in interesting conversations. Younger children make marks on their artwork in preparation for early writing, and older children learn special letters in their names. The childminder and assistant use a variety of ways to support children's mathematical skills. For example, they count as they build towers with wooden bricks and explore colours and size with different pumpkins and Halloween activities.

Personal development, behaviour and welfare are good

The childminder and assistant help children learn about healthy lifestyles. For example, children follow good hygiene routines and eat healthy snacks and home-cooked meals. The childminder and assistant regularly cook with the children. They follow recipes and make fruit smoothies to enhance learning with the current autumn theme. Children learn about safety when using knives to cut fruit. Children develop good self-help skills, pouring their drinks, putting on their coats and shoes, and helping tidy up. The childminder and assistant ensure the children benefit from daily outdoor experiences with exciting activities in the garden and trips to local venues and toddler group.

Outcomes for children are good

Children make independent choices in their play. They are confident and motivated to learn. Children cooperate together and develop good social skills. The children make good progress from their starting points and are prepared well for their next stage of learning.

Setting details

Unique reference number	EY394167
Local authority	Bromley
Inspection number	10061954
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	8
Number of children on roll	10
Date of previous inspection	18 January 2016

The childminder registered in 2009 and lives in Petts Wood, in Orpington, Kent. She operates her service from Monday to Thursday all day, for most of the year, with the exception of family and bank holidays. The childminder works with an assistant.

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