

Childminder Report

Inspection date

28 June 2017

Previous inspection date

14 April 2015

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 involves children in engaging and challenging activities. She plans effectively for their needs, and children make good progress in their learning.
- The childminder supports children's communication and language skills well. She interacts with children effectively to help them to use and extend their vocabulary as they play and learn.
- Children behave well. The childminder helps them to understand the importance of listening to each other and taking turns. This contributes to children's good social and emotional development.
- The childminder establishes a two-way flow of information about what children learn with parents and family members. This helps to provide a consistent approach as children in her care develop and grow.
- Children have access to the garden daily. This supports children who learn best outdoors.

It is not yet outstanding because:

- The childminder shares information with other settings that children attend. However, this information does not prioritise children's learning needs to help them make even better progress.
- The childminder does not consistently support children to extend their learning about other cultures and communities.

What the setting needs to do to improve further

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

- use existing partnerships with other settings children attend to enhance their involvement in children's learning
- extend children's knowledge of other communities and cultures further.

Inspection activities

- The inspector reviewed documents such as learning records, policies and observations.
- The inspector observed and assessed the impact of the childminder's interactions with children.
- The inspector discussed and reviewed an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to recognise children in need of protection and how to report her concerns. She takes steps to ensure that children in her care are safe. For example, she carries out risk assessments as children walk to school or enjoy outings in the local area. The childminder attends training to improve her knowledge and teaching skills. Children achieve well and are confident learners. The childminder evaluates her practice to drive improvement. For example, she has introduced technology to enhance the way she shares information. Parents and wider family members are kept informed about, and encouraged to contribute to, children's learning experiences. The childminder keeps relevant records and monitors her service to ensure she meets legal requirements. She provides effective support to children who are moving on to other settings. For example, the childminder introduces children in her care to staff at the local school. She reads books about the school day and speaks with the children about what they may experience during their time at school.

Quality of teaching, learning and assessment is good

The childminder provides children with a range of things to do and to talk about in her home and the local community. She uses resources in her area to support their learning. For example, children balance and climb logs as they visit the park. Assessments of children are accurate and the childminder provides advice to parents about how they can help children learn. The childminder interacts with children well. She introduces new words to help extend their vocabulary, such as naming the bugs that they explore together. The childminder models the use of technology to find out what grasshoppers eat. She uses spontaneous opportunities to increase learning. For example, she encourages children to mix sand with rainwater that has gathered in the builder's tray.

Personal development, behaviour and welfare are good

The childminder often speaks with children about their experiences outside her home. She uses information provided by parents to provide activities that build on what children know and can do. Children learn and behave well. Children show determination and persistence, for example, as they make fruit kebabs. They use small muscles to push the 'squishy banana' on the skewer and show persistence as they chase the grapes around the plate. The childminder helps children to develop independence and good self-care skills. For example, children serve each other at mealtimes and put on their own waterproof boots before going outside to play. Children are proud of their achievements as they strive to be the 'star of the week'.

Outcomes for children are good

Children enjoy well-planned activities. They take part in, and talk about, a range of events inside and away from the childminder's home. Children are able to practise counting and early writing. They learn how to stay healthy and develop independence. This contributes to their ability to become motivated learners. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY404566
Local authority	Lewisham
Inspection number	1094167
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	14 April 2015
Telephone number	

The childminder registered in 2010. She lives in the Honor Oak area of the London Borough of Lewisham. The childminder works four days a week, during term time only.

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