

Childminder Report

Inspection date

27 April 2018

Previous inspection date

16 December 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 provides good support and helps develop children's communication and language development well. She interacts with children very well as they play and learn.
- The childminder gives a high level of encouragement to children who have special educational needs (SEN) and/or disabilities. She successfully implements strategies that help them to engage in activities and develop positive social and emotional skills. All children make good progress, given their starting points.
- The childminder develops close relationships with children. Children respond well to her praise, hugs and cuddles. They are happy and secure in her care.
- The childminder organises the learning environment well. She provides opportunities for children to take part in activities inside and outdoors.

It is not yet outstanding because:

- On occasions, the childminder does not always gather as much information as possible from parents and other settings about children who have SEN and/or disabilities to help extend their learning further.
- The childminder, at times, misses some opportunities to remind children about some safety risks in the wet weather, to help them learn how to keep themselves safe.

What the setting needs to do to improve further

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

- extend the information gathered from parents and the schools that children attend, to further support continuity of care and learning
- strengthen children's understanding of how to keep themselves safe.

Inspection activities

- The inspector reviewed documents, including learning and assessment records for children, evidence of professional development and children's registers.
- The inspector jointly observed and discussed a children's activity with the childminder.
- The inspector observed the quality of interactions between the childminder and the children, and the impact of these on children's learning.
- The inspector viewed the areas of the childminder's home that are used to care for children.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to identify potential risks to children and knows what action to take if she has concerns about a child's welfare. The childminder monitors the effectiveness of her service well. She seeks the views of parents to help identify areas for development. She has increased children's outings and visits to help support their learning about the local area. The childminder completes training to update her knowledge and enhance her teaching skills. For example, she has achieved higher levels of qualifications in childcare. The childminder makes good use of local facilities to support children who have SEN. For example, she takes children to the local sensory play centre, to experience learning that best suits them.

Quality of teaching, learning and assessment is good

The childminder uses her good knowledge of children's development to plan activities that engage and interest children. She carries out detailed observations and assessments of children's learning and uses this information to monitor how best to support children. The childminder helps children to develop an interest in books. For example, children enjoy turning the pages of books and snuggle in close to her as she reads. This contributes to children's early literacy skills. The childminder supports children's good communication and language development well. For instance, she uses visual signs and symbols to help children who need extra help with their learning to understand what will happen next.

Personal development, behaviour and welfare are good

The childminder helps children to develop good independence and self-help skills. For example, they take off their coats and put on aprons unaided. The childminder supports children to become independent and motivated learners. Younger children confidently make choices about with what they would like to play. They show determination and persistence, for example, as they carefully turn and fit number-puzzle pieces together before counting in sequence to 10 with the childminder. Children enjoy using their bodies and jump with excitement and glee as the childminder sings 'hop little bunnies'.

Outcomes for children are good

Younger children count with their fingers as they sing along to number rhymes. They show good literacy skills as they draw numerals in foam. Children who have SEN and or/disabilities make good progress in their social and emotional development. For example, they understand routines and demonstrate their care towards others in positive ways by giving gentle hugs and kisses. Children demonstrate that they are developing the skills needed for their next stage in learning and are well prepared for school.

Setting details

Unique reference number	EY408503
Local authority	Bexley
Inspection number	1130750
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	16 December 2015
Telephone number	

The childminder registered in 2010. She operates from 8am until 6pm, all year round. The childminder holds a qualification at level 5.

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