

Childminder report

Inspection date	18 December 2018
Previous inspection date	25 November 2015

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

This provision is good

- The childminder has a good knowledge of the learning and development requirements. She gets to know children well when they start and undertakes observations to identify their starting points. Children make good progress.
- Children develop positive attachments and feel secure. The childminder is caring, nurturing and provides reassurance that promotes children's emotional well-being.
- Parents are positive about the service the childminder provides. The childminder shares information with parents daily, using contact diaries. These help to keep parents informed about their children's ongoing care and learning. The childminder assesses children's progress effectively but does not consistently gather information from parents to further extend a shared approach to learning.
- The childminder listens extremely well to children. She supports their learning, joins in with their play and extends ideas. Children are motivated and keen learners who build up skills and concentrate well.
- The childminder is enthusiastic to make improvements to her practice. She accesses professional development to extend her knowledge and enhance learning opportunities for children.
- The childminder has not made the most of opportunities to work in partnership with other settings, to share information to support children's ongoing learning and next steps.

What the setting needs to do to improve further

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

- strengthen partnerships with other providers to build a consistent approach to sharing progress and building on children's learning
- develop systems further to use information from parents to support children's learning.

Inspection activities

- The inspector observed the childminder engaging with children and looked at the quality of teaching.
- The inspector sampled some policies and looked at children's developmental progress.
- The inspector held discussions with the childminder during the inspection.
- The inspector read comments from parents and took account of their views.
- The inspector looked at training certificates and suitability checks for adults in the home.

Inspector
Helen Craig

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her responsibility to protect children. She has completed safeguarding training and is confident to follow procedures if she has any concerns about a child's welfare. The childminder provides a safe learning environment and conducts detailed risk assessments to minimise potential hazards in her home. She supports children to learn how to keep themselves safe. For example, the childminder ensures car seats are secure and straps are fastened. She talks about avoiding stinging nettles as children pass them on the walk to the car. The childminder has made improvements to her practice and met her previous recommendations. For example, changes have been made to the environment promoting literacy with displays and labels, new equipment has been added and opportunities have increased for writing in the garden.

Quality of teaching, learning and assessment is good

The childminder effectively uses her observations skills to plan activities that support children's interests and enhance learning. For example, older children dress up as super heroes and engage in discussion with the childminder about the healthy foods they need to eat to give them 'power'. The childminder extends opportunities for language and communication through activities and conversations. Younger children enjoy sharing their favourite books and singing songs. Older children talk about their experiences at nursery. The childminder skilfully uses questions to challenge thinking. She builds on children's mathematical knowledge and introduces new concepts. Younger children learn about 'full' and 'empty' as they tip play dough out of pots and count the empty ones. Older children use the clock to learn about time as they wait for it to get dark before turning the Christmas lights on.

Personal development, behaviour and welfare are good

The childminder supports children to understand and manage their behaviour. She talks to them about different feelings and learning right and wrong. Older children demonstrate their understanding of rules and being kind to each other. The childminder encourages positive behaviour. She gives praise and shows respect. Children listen and behave well. They develop good self-help skills. For example, they put their coats and shoes on, attend to their toileting needs and wash their hands independently before food. Children benefit from daily outdoor experiences, visiting the garden, park and toddler groups to support physical development and healthy lifestyles.

Outcomes for children are good

Children are well prepared for their next stage of learning and eventual move on to school. Older children are learning to recognise letters in their names, talk about different letters in the alphabet and the sounds they make. Children enjoy taking part in the activities provided, and are happy and confident.

Setting details

Unique reference number	EY408689
Local authority	Bexley
Inspection number	10061533
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 November 2015

The childminder registered in 2010 and lives in Bexleyheath, in the London Borough of Bexley. She operates her service from Monday to Friday, from 7.30am to 5.30pm, for most of year, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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