

Childminder Report

Inspection date

25 November 2015

Previous inspection date

14 October 2010

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are exceptionally well mannered and polite. They show high levels of determination and do not distract other children. Children are confident in managing their own feelings and respect the views of others.
- Outcomes for children are good. They proudly share their completed tasks with the childminder and develop the skills they need for their future learning.
- Partnerships with parents are strong. The childminder uses the information parents provide about their children when they first start to help her assess their starting points and to plan activities they will enjoy.
- The childminder effectively monitors children's development. She celebrates and shares children's achievements with parents and other professionals. This helps to provide a consistent approach to the teaching and learning they provide.
- The childminder is enthusiastic towards finding ways to improve her teaching practices. She attends training to help improve the quality of teaching.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to extend children's awareness of letters and build on their early literacy skills.
- The childminder does not always extend children's awareness of mathematical language and concepts during their play.

What the setting needs to do to improve further

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

- increase opportunities for children to strengthen their awareness of letters, their sounds and that print carries meaning
- extend the use of mathematical language and ideas during play to develop children's understanding of concepts, such as more and less, and comparing objects.

Inspection activities

- The inspector observed the childminder's interactions with children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at the range of toys available for children.
- The inspector sampled some documents, including the childminder's training certificates and suitability checks.
- The inspector discussed the childminder's policies and procedures, and read parents' comments.

Inspector

Alberta Minta-Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The childminder has effectively met recommendations from her previous inspection. For example, she now provides a choice of high-quality resources, toys and activities to increase children's knowledge about diversity. Self-evaluation is accurate and precise. The childminder considers the views of parents, children and other childminders. The childminder has a positive attitude towards making continuous improvements to maintain the good-quality service and parents identify this in their comments. She works with other professionals to keep up to date with changes in childcare practices and government legislation. For example, she attends training to update her knowledge, such as completing safeguarding training. This knowledge helps her to create a safe, secure and stimulating environment for children to play and learn. Safeguarding is effective. The childminder is secure in her understanding of safeguarding procedures and knows where to refer any concerns on to if she has concerns for a child's welfare.

Quality of teaching, learning and assessment is good

The childminder uses her skills and experience in observation and assessment effectively to support her good quality of teaching. She helps children make good progress from their starting points and identifies their next stages in learning accurately. Her ongoing communications and discussions with parents help her to maintain an up-to-date knowledge about what children know and enjoy doing. She uses this to build on their interests and challenge them through their play. She skilfully questions and provides cues to help children learn and develop their problem solving and communication skills. For example, the childminder strengthens children's hand-to-eye coordination and engages in discussions about differences in people. This encourages them to talk about their personal experiences and family.

Personal development, behaviour and welfare are outstanding

Children show excellent determination as they make choices about their learning. They eagerly explore an abundant range of resources as they imaginatively play. Children are aware of their own abilities and know when to ask for help. The childminder has a very high expectation of children's behaviour. She constantly praises their efforts and achievements. Children are extremely happy and show a strong sense of belonging as they form exceptionally close relationships with the childminder. The high-quality care practices support children's self-confidence and the childminder uses these to increase their awareness of healthy lifestyles. For example, they confidently manage their self-care skills and have a very good understanding of how to keep healthy.

Outcomes for children are good

Children are making good progress from their starting points. They are emotionally well prepared in readiness for school. For example, they can independently dress themselves and are developing good communication, social and physical skills.

Setting details

Unique reference number	EY408689
Local authority	Bexley
Inspection number	831684
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	14 October 2010
Telephone number	

The childminder registered in 2010. She lives in Bexleyheath, in the London Borough of Bexley. She operates her service from Monday to Friday, from 7.30am to 12.45pm and from 3.15pm to 5.30pm, for most of year.

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