

Childminder Report

Inspection date

12 October 2016

Previous inspection date

28 November 2012

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

- Children are happy and enjoy their time with the childminder. They make good progress and are ready for the next stage in their development.
- Children develop good communication and language skills. For example, the childminder introduces new vocabulary and encourages them to repeat new words.
- Children learn to respect and value each other's similarities and differences. For instance, the childminder provides a range of resources reflecting individual children's home languages and diversity.
- Partnerships with parents are effective. The childminder offers regular opportunities to involve them in their children's learning, for example, through information about children's progress and daily diaries.
- The childminder completes thorough risk assessments of her environment. This helps children to be able to play safely in their surroundings.
- The childminder is aware of her duty to prevent children being drawn into situations that put them at risk of harm.

It is not yet outstanding because:

- The childminder does not form highly successful partnerships with all other settings children attend to fully support continuity in their learning and development.
- The childminder does not consistently offer younger children opportunities to explore a wide range of natural resources and materials 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:

- build on existing partnerships with other settings children attend to share a greater range of information and support continuity of learning further
- increase opportunities for children to experience a wider range of natural materials and textures.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector toured all the premises used for childminding.
- The inspector viewed a range of documentation including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and in relation to observations of children's play, learning and progress.
- The inspector took account of parents' written views.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors children's progress well. For example, she closely tracks their progress to help her identify any gaps in development early. The childminder evaluates her service well. She identifies areas of weakness and sets targets for improvement. This helps her develop the quality of the provision and provide better outcomes for children. Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. This helps keep children safe from harm. The childminder develops her knowledge and skills. For instance, she attends training and uses online resources.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She uses the information from her observations and assessments well to plan for the next steps in their learning. The childminder builds younger children's physical development well. For example, she encourages them to turn the pages of a book and stack cups. She sensitively supports children as they play and provides them with positive praise and encouragement. This helps them to develop confidence in their own abilities. The childminder introduces counting and sorting shapes, which helps to support their mathematical development. She successfully encourages their literacy development. For instance, she reads to them, describing the animals and their noises. This helps to keep their motivation and engagement in their learning.

Personal development, behaviour and welfare are good

The childminder is sensitive and responds well to children's individual needs. For example, she offers them activities that hold their interest and attention when they become upset. The childminder provides daily opportunities for children to be physically active, for example they regularly attend local groups and parks. She offers clear guidance and explanations to help them learn to manage their behaviour. For instance, encouraging children to share and take turns. Children learn to keep themselves safe. For example, the childminder practises regular emergency procedures with them.

Outcomes for children are good

Children make good progress and gain the skills they need for their future learning. They successfully build their physical skills. For example, young children use equipment to move around and independently take their first steps. They develop their early communication and language skills well. For instance, children enjoy babbling and expressing their needs using their hands.

Setting details

Unique reference number	EY419486
Local authority	Bexley
Inspection number	1058966
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	28 November 2012
Telephone number	

The childminder registered in 2010 and lives in the London Borough of Bexley. She offers care on Monday to Friday from 7.30am to 6pm, throughout the year.

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