

Childminder Report

Inspection date

15 June 2016

Previous inspection date

16 January 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

- The childminder is highly qualified with experience working within different early years provisions. She and her assistant deliver good quality teaching. This helps secure the good progress children make in their learning and development. Outcomes for children are good.
- Children are happy, settled and demonstrate a strong sense of belonging within the welcoming provision. The childminder's and her assistant's caring and sensitive interactions with children help to promote their emotional well-being.
- Parent partnerships are in place. The childminder works closely with them to support children's individual needs and to promote their development. Parents highly value the contribution she offers to their children's care and education.
- The childminder and her assistant are good role models. They have clear expectations of children's behaviour and give age-appropriate guidance and support when needed. Children learn to behave well and display good manners.
- The childminder has a good understanding of how to promote children's health and well-being. She ensures that they have daily opportunities to play outside in the fresh air and to develop their physical skills.

It is not yet outstanding because:

- Occasionally, the childminder and her assistant miss opportunities to fully extend learning and skills for children aged under two-years.
- Although the childminder has begun a process of supervision to ensure the assistant is happy in her role, this process currently does not extend to monitoring her quality of teaching.

What the setting needs to do to improve further

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

- focus more precisely on ways to extend and challenge younger children's learning even further
- build upon supervision sessions with the assistant, to identify ways to raise the quality of her practice to the highest level.

Inspection activities

- The inspector observed the childminder and her assistant engaging with children in a range of learning activities, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with the childminder.
- The inspector spoke to the childminder regarding a variety of learning experiences children took part in.
- The inspector viewed a range of policies and procedures, including risk assessments and safeguarding procedures.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection, and took account of the views of parents from written information.
- The inspector checked evidence of the childminder's and her assistant's training and qualifications, and the suitability of other household members.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of the possible indicators of abuse and how to respond if any concerns are raised about children's welfare. The childminder is committed to providing a safe environment for children, and regularly carries out risk assessments to ensure resources and equipment are suitable. She works closely with her assistant to ensure that they share ideas. Furthermore, she holds regular dialogues with her and has begun to use systems of supervision to identify areas of her practice to improve. The childminder accurately evaluates her provision and regularly seeks the views of her assistant, parents and children, as a means to identify areas for improvement. This has helped her sustain a good level of care and learning.

Quality of teaching, learning and assessment is good

The childminder and her assistant encourage children, particularly older children, to become immersed in their learning, spending sustained periods of time engaged in activities. For example, children make a pretend stew with sand. They work together selecting the things they will need for their delicious recipe. The childminder carefully extends this play. She shows them how to create coloured powder from grinding pieces for chalk to help them create their desired colour. All children are supported well to make good progress in their communication and language. The childminder and her assistant constantly talk to children about what they are doing. They ask them questions that encourage thinking and discussion. When children play hide and seek the childminder asks them about the transparent material. She explains that she can see them and encourages them to think how they can change that. Children talk to each other, working out what they are going to do. They decide that they need something else and quickly go searching, challenging the childminder to find them. The childminder completes regular and accurate observations of children. This helps to monitor the progress children make.

Personal development, behaviour and welfare are good

The childminder and her assistant develop warm and caring relationships with children. They help them to gain confidence in social situations, in order to help prepare them for their move on to school. The childminder recognises children's different personalities, interests and meets their different needs. For example, younger children sleep for short periods or enjoy quiet play. This ensures they are refreshed for activities throughout the day. The childminder makes excellent use of outdoor adventures. When they visit the local park, the childminder extends learning that takes place. She takes a variety of equipment with her. Children have opportunities to make dens, develop their writing and creative skills. The childminder invites other childminders and their minded children to help support children's social interactions and friendships.

Outcomes for children are good

Children are supported well to develop the skills and attitudes needed for their future learning and for when the time comes to move on to more formal education. Older children show curiosity and remain engaged in activities for long periods of time.

Setting details

Unique reference number	EY422318
Local authority	Lewisham
Inspection number	1040280
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	16 January 2012
Telephone number	

The childminder was registered in 2011 and lives in the borough of Lewisham, London. She operates term time only 8am to 5.30pm, Wednesday to Friday. The childminder works with an assistant. The childminder holds early years teacher status. She provides funded early education for two-, three- and four-year-old children.

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