

Childminder Report

Inspection date

7 March 2017

Previous inspection date

23 July 2014

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 reflects on her practice to continually improve and uses online training and resources to help enhance her service. For example, she discovered visual picture graphs which highlight the individual areas of development for each child so that she can quickly close any gaps in the children's learning.
- Children form strong emotional bonds with the childminder. They are settled, content and enjoy their time with her. Children behave well. For instance, the childminder teaches children the importance of turn taking and being kind to others.
- The childminder helps children develop their social skills. For example, she regularly takes children to singing and play groups to mix with other children of their own age.
- The childminder has developed effective procedures to share information with staff at other settings children attend, helping to provide a consistent approach.
- Children develop good creativity and literacy skills, for example, as they delight in painting the garden walls and ground with paint brushes and water.

It is not yet outstanding because:

- The childminder does not make the best use of opportunities for young children to develop their awareness and understanding of people's differences and similarities.
- At times, the childminder does not extend children's growing understanding of mathematics.

What the setting needs to do to improve further

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

- extend opportunities for young children to build on their growing awareness of people's differences and similarities
- extend the opportunities for children to develop their early mathematical skills further.

Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector sampled documents including children's records.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector read questionnaires from parents and took account of their views.

Inspector

Claire Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any concerns about a child's welfare. Parents are kept well informed. For example, the childminder shares regular updates about children's progress with a daily diary, discussions and text messages. The childminder encourages consistency. For instance, she asks parents what their children are learning at home so that she can link these areas with her planning. Children move around freely and safely in the childminder's home, and the childminder assesses and minimises risks to children daily. The childminder successfully identifies areas for development that benefit all the children she is caring for. For example, children were excited when they planted sunflower seeds into their own pots and watered them, eager to know which one would grow the tallest.

Quality of teaching, learning and assessment is good

The childminder gets to know children well and she gathers detailed information from parents before children start. She takes good account of children's interests within her weekly planning, for example, farms and spring time. She provides activities that excite children and, through demonstration and discussion, she builds on and extends children's learning. For example, the childminder carefully showed the children how to sort the different toy farm animals into groups, placing them in animal pens. The childminder supports children's language and communication skills effectively. For instance, she described the colours of the tractors and shapes of the hay bales, introducing new words and ideas.

Personal development, behaviour and welfare are good

Children develop good levels of confidence and independence. For example, they take on responsibilities happily, such as helping to tidy up. Children show a strong sense of belonging and security. They begin to learn to manage their personal care needs, such as dressing themselves, and independently practise good personal hygiene routines. The childminder successfully supports children's awareness of healthy lifestyles, and children enjoy nutritious snacks, such as sliced peppers and tomatoes. Children develop good physical skills, for example, as they climb on the play equipment in the garden and manoeuvre the play cars around the patio.

Outcomes for children are good

Children express their views and personal interests in play, for example, they enjoy choosing the resources they want to use to lead their own play. Children are strongly motivated and concentrate well at activities. Children are well prepared with the skills they need for a successful move to pre-school and school.

Setting details

Unique reference number	EY422891
Local authority	Bromley
Inspection number	1071367
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 2
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	23 July 2014
Telephone number	

The childminder registered in 2011. She lives in the London Borough of Bromley. The childminder operates her service Monday to Thursday, from 8am to 6pm, for most of the year.

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