

Childminder Report

Inspection date

25 July 2017

Previous inspection date

15 May 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 organises a range of activities that motivates and interests the children to enjoy learning as they play. All children develop good skills for their future learning.
- The childminder provides useful opportunities to encourage children to be confident and independent. She helps them to be polite and learn to share resources, to support their social skills well.
- The childminder provides many opportunities that contribute to children's good health. For example, children have daily trips to local play amenities and are very active. She ensures children develop good hygiene practices and benefit from very healthy diets.
- Partnerships with parents and other professionals are good. For example, the childminder shares information with other early years settings children attend, to help support continuity in their care and learning.

It is not yet outstanding because:

- The childminder does not consistently use her observations and assessments of children's development to monitor their progress more precisely and help children make the very best possible progress.
- The childminder does not take all opportunities to help children know what she would like them to do, to encourage their understanding further.

What the setting needs to do to improve further

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

- use children's assessments to monitor their progress more precisely to help children make even better progress
- give children clearer explanations to extend their ability to understand simple instructions.

Inspection activities

- The inspector viewed the toys and resources available for the children, observed the quality of teaching, and discussed the benefits to children with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views and feedback of parents.
- The inspector looked at children's records and a range of documentation, including the childminder's policies, procedures and suitability checks.
- The inspector observed the management of children's care routines.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has updated her safeguarding training and kept up to date with current guidance. Her thorough safeguarding policies and procedures clearly underpin her knowledge of the procedures to follow if she has any concerns for children, to help protect their welfare. The childminder has met the recommendations made at her last inspection and has a very positive attitude to improving. For example, she has improved the way she supports children to learn about themselves and others in their community. The childminder monitors children's progress and the quality of her teaching well overall. She carries out her own research to develop her knowledge, enhance her practice and provide children with good learning experiences. The childminder regularly evaluates her provision. She obtains the views of parents and children, and uses the information to help her drive continuous improvements and maintain positive outcomes for all children.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She provides opportunities to support children's imaginations effectively, for example, as children pretend to take their dolls for walks. She helps all children develop their physical, personal, social and emotional skills effectively. The childminder supports children's knowledge of the natural world. For instance, she provides opportunities for them to investigate the local community. The childminder promotes children's speaking skills effectively. She gives meaning to younger children's actions and gestures to extend their learning.

Personal development, behaviour and welfare are good

The childminder's settling-in procedures are effective. She tailors routines for each child's needs, to help them settle easily and quickly. The childminder forms strong relationships with the children. She provides many cuddles and reassurance to help them feel comfortable and confident. The childminder provides a good selection of resources, from which children choose, to encourage their independence well. She provides a good range of multicultural resources, which children enjoy exploring as they learn about the diverse world in which they live. The childminder is a positive role model for children's behaviour. She helps children to share, take turns and use polite manners.

Outcomes for children are good

Children are settled. They show they feel safe, secure and are willing to learn. Children have good coordination as they move around the environment. They learn to count and eagerly take part in stories. Older children develop their early reading and writing skills well. They develop their ability to be respectful and they learn to care for their environment. Children make good progress in their learning. They are prepared well for the future and school.

Setting details

Unique reference number	EY427271
Local authority	Greenwich
Inspection number	1069075
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	15 May 2014
Telephone number	

The childminder registered in 2011. She lives in Woolwich, in the London Borough of Greenwich. She works Monday to Friday, from 7.30am until 6pm, all year round.

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