

Childminder report

Inspection date	6 August 2019
Previous inspection date	14 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of 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 provides a stimulating environment for children to help them make choices about their activities. For instance, young children take resources inside and outside to add to their play. This contributes to developing their independence skills.
- The childminder provides a range of opportunities for children to develop their early literacy skills. For example, young children make marks using different tools, such as pens and pencils, while drawing. Children make good progress in their learning.
- Partnerships with parents are strong. The childminder ensures parents are kept very well informed about every aspect of their child's day. For example, he shares children's learning on a regular basis to support and extend their learning at home.
- The childminder builds close bonds with children, who receive lots of cuddles and reassurance. Children settle quickly and feel secure. This supports their emotional well-being successfully.
- The childminder engages children in a broad range of activities which keep them highly motivated, such as trips to the zoo, toddler groups, museums and parks. Parents comment on how much they appreciate the wide range of outdoor learning experiences their children access.
- The childminder does not focus his professional development plans sharply enough on raising the quality of teaching to extend the outcomes for children even further.
- The childminder has not yet developed his assessment systems fully, to enable him to monitor the progress of children precisely and build on their good progress further.

What the setting needs to do to improve further

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

- develop a programme for professional development which builds on existing knowledge, to raise the quality of the provision to the highest level
- build more consistently on what children need to learn next, to help them achieve as much as possible in their learning.

Inspection activities

- The inspector considered the views of parents spoken to on the day.
- The inspector observed interactions between children and the childminder as he engaged with them during the inspection.
- The inspector observed activities and daily routines, indoors and outside.
- The inspector carried out a joint observation with the childminder and assessed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documents available, including those relating to the premises, suitability and safeguarding.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to safeguard children in his care and knows the process to follow to report any concerns about children's welfare. He ensures his mandatory training is kept up to date and works closely with other childminders to share good practice. The childminder carries out risk assessments at home and for outings. Additionally, he maintains a safe and secure environment and develops creative ways of helping children learn how to play safely. For instance, he places a cushion at the bottom of the outdoor garden steps to encourage the youngest babies to carefully climb them unaided. This helps to build on their good independence skills. Self-evaluation is effective, accurately identifying the strengths and aspects the childminder would like to improve.

Quality of teaching, learning and assessment is good

The childminder knows children well and reshapes activities to encourage them to remain engaged. This is apparent, for example, when children excitedly join in with songs and play instruments and shakers, as the childminder plays the guitar. The childminder extends children's speaking skills effectively. He talks to them about what they are doing, asks questions and repeats new words for younger children. For instance, during visits to the woods, he skilfully encourages children to use their senses as they discuss the smells, sounds and colours that change during the different seasons. This supports children's learning about the world beyond their immediate experiences. The childminder successfully provides challenging activities which encourage children to work things out for themselves. For example, babies develop their hand-to-eye coordination as they manipulate and play with locks and keys.

Personal development, behaviour and welfare are good

The childminder nurtures children's emotional well-being. He supports them in understanding how to share resources with each other and think about how their behaviour affects others. They demonstrate this when the childminder encourages them to share as they use technology toys. Children learn to be kind to each other and take turns. Children develop their physical skills, display high levels of independence and lead their play extremely well, given their young ages. For instance, young children confidently climb in and out of toy cars and use climbing equipment at the park. The childminder supports children in developing healthy eating habits and provides healthy meals and snacks. Young children independently feed themselves fruit and vegetable finger foods during meal and snack times. The childminder helps children to wash their hands and reminds them of the importance of following good hygiene practices, such as washing their hands after nappy changing.

Outcomes for children are good

Children are well prepared for their next stage in learning, including nursery. They cooperate with each other and develop good social skills. Young children enjoy listening to stories with the childminder and name the pictures displayed on the pages. Older children use mathematical language well as they confidently name the colours and shapes they can see when they play outside.

Setting details

Unique reference number	EY430414
Local authority	Lewisham
Inspection number	10064610
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 April 2016

The childminder registered in 2011 and lives in the London Borough of Lewisham. He operates Monday to Thursday from 8am to 6pm, during term time only. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate
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