

Childminder report

Inspection date	4 September 2018
Previous inspection date	14 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

The provision is good

- Children make good progress from their starting points in learning. The childminder uses her assessment arrangements well to identify, and plan for, children's next steps in learning.
- The childminder and her assistant spend quality time getting to know the children well and build secure attachments. This helps children to feel happy and develop strong self-esteem in their care.
- Children play nicely together and behave well. The childminder and her assistant give clear rules and expectations for behaviour. They encourage children to share, take turns and instil positive values in them.
- The childminder works closely with parents and other early years settings that children attend, to strengthen consistency in children's care and learning. For example, she speaks to them at the end of the day to share information about children's activities and the progress they make.
- The childminder evaluates her practice well to identify areas that need improvement and build further on children's outcomes. For example, since her last inspection, she has enhanced learning opportunities in the outdoor play area to ensure all children, particularly those who learn better outside, are able to build on their interests.

It is not yet outstanding because:

- The childminder has not yet developed highly robust systems to monitor the practice of assistants working with children, to precisely identify gaps in their skills and knowledge and further support their ongoing professional development.
- On occasion, the childminder does not adapt her activities well enough to suit the learning needs of younger children, particularly babies, to help build on their curiosity.

What the setting needs to do to improve further

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

- develop highly robust systems to monitor the practice of assistants working with children and provide any necessary coaching and training to support their ongoing professional development
- review and improve educational activities for the youngest children to help them remain consistently engaged in meaningful play and build on their curiosity.

Inspection activities

- The inspector observed activities and interactions between the childminder, the assistant present and children.
- The inspector spoke with the childminder and her assistant at convenient times throughout the inspection.
- The inspector viewed all areas of the property used for childminding.
- The inspector viewed documentation, including evidence of the childminder and her assistants' suitability and their paediatric first-aid qualifications.
- The inspector discussed with the childminder how she uses self-evaluation to develop her practice and target improvements.

Inspector

Josephine Afful

Inspection findings

Effectiveness of leadership and management is good

The childminder independently researches online information and attends regular training and forums to help improve her knowledge. For example, recent training on supporting children with speech and communication difficulties has heightened the childminder's knowledge on how to support children who experience language delay. Safeguarding is effective. The childminder and her assistant are aware of the procedure to take should they have any concerns regarding a child's welfare. They understand their duty to protect and prevent children from exposure to situations that may put them at significant risk of harm. Generally, she organises meetings with her assistants and other childminders to analyse how best to improve the activities and learning experiences for children.

Quality of teaching, learning and assessment is good

The childminder obtains detailed information from parents about what children can and cannot do when they start, to help her plan for their learning. The childminder interacts well with children and uses every opportunity to extend on their communication and language skills. For example, she asks children effective questions relating to their play and gives them the opportunity to think and respond. The childminder places high priority on developing children's early reading and writing skills in preparation for school. For example, on the day of the inspection, the childminder asked children to identify and sound out letters in words while they played with picture cards. She encourages children who are most able, to write their names on their artwork and supports the younger children to trace their names on a sheet of paper. This helps children to acquire good foundations for their next stage of learning.

Personal development, behaviour and welfare are good

The childminder effectively supports children's physical well-being. For example, she encourages children to eat healthily and use her garden for physical play. She conducts regular and thorough risk assessments of all the play areas to eliminate and minimise hazards to children's safety. The childminder encourages children to be very independent and responsible learners. For example, she allows young children to manage their own clothing, including how to untie shoe laces and zip up their coats. Children also enjoy tidying away resources after play and keeping their surroundings clean.

Outcomes for children are good

Children show high levels of confidence in play and are well prepared for their next stage of learning. They develop good communication and language skills and express their ideas well. For example, older children are very analytical and use a good range of vocabulary when answering questions. Children are sociable and behave well for their age. For example, when their friends arrive at the setting, they shout out their names with excitement, give them warm and affectionate cuddles and talk about their play experiences. Children develop good physical skills. For example, they competently climb and ride play equipment and learn to coordinate and balance in different ways.

Setting details

Unique reference number	EY438103
Local authority	Greenwich
Inspection number	10060760
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 May 2015

The childminder registered in 2011. She provides care in Thamesmead within the London Borough of Greenwich. The childminder provides care on weekdays, all year round and receives funding to provide free early education to children aged three and four years old. The childminder works with assistants and holds a level 3 qualification in childcare.

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