

Childminder Report

Inspection date

7 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 knows the children well. She plans activities that reflect their interests to keep them engaged and eager to learn.
- Children learn how to be helpful and work together. The childminder is a good role model and effectively supports young children to understand appropriate behaviour and boundaries.
- The childminder has strong bonds with children. They settle quickly and are happy and confident. This helps to develop their emotional well-being.
- Children are physically active and enjoy plenty of opportunities to develop their physical skills. For example, the childminder helps children to learn to ride a bicycle.
- The childminder works effectively with parents and other providers to maintain a consistent two-way flow of information. Children benefit from continuity in their learning and development.
- Children are encouraged to become independent. They learn to put on their coats and shoes, and effectively manage their own personal care routines.

It is not yet outstanding because:

- The childminder does not always effectively use her observations and assessments of children's play to precisely plan for the next steps in their learning.
- The childminder does not always identify opportunities to further extend and develop her already good knowledge and skills in order to raise outcomes for children from good to outstanding.

What the setting needs to do to improve further

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

- strengthen the use of observations of children's play to consistently plan precisely for the next steps in their learning
- build on opportunities to extend knowledge and practice in order to develop the good-quality practices further and raise outcomes for children from good to outstanding.

Inspection activities

- The inspector discussed with the childminder her understanding of current guidelines and requirements.
- The inspector looked at suitability checks and other relevant documents.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed activities and children at play throughout the inspection.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

Inspector

June Keeler

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a self-evaluation process that she uses to reflect on some aspects of her practice. For example, she gathers the views of the parents and children to identify improvements to the range of resources and activities she offers. The childminder attends safeguarding training and knows how to proceed if she has any concerns about a child's safety or welfare. Safeguarding is effective. The childminder conducts rigorous safety checks of her home every day to minimise any risks to children. She completes regular observations and assessments of children's play and shares this information with parents. The childminder plans for the next steps in children's learning based on their interests.

Quality of teaching, learning and assessment is good

The childminder has good teaching skills and knows what interests the children. She makes good use of activities and experiences to help children develop their problem-solving skills and extend their knowledge. For example, the childminder encourages children to think about what different foods go into a burger. She extends this and talks to them about the different ingredients and the importance of eating vegetables. The childminder encourages children to identify the different foods and tell her if they have eaten it before and enjoyed the taste. Children concentrate well and are eager to join in. The childminder organises toys and equipment to allow children to help themselves independently to what they want.

Personal development, behaviour and welfare are good

The childminder helps children to respect and celebrate each other's similarities and differences. Children learn to share, take turns and respect each other's views and feelings. The childminder offers plenty of praise and encouragement to children. This helps to develop their confidence and self-esteem. Children behave well and enjoy taking part in daily routines, such as helping to tidy up and taking their plates to the kitchen. They learn to keep themselves safe. For example, the childminder practises regular emergency evacuation procedures with them and teaches them about road safety.

Outcomes for children are good

Overall, children make good progress in their learning and development in relation to their starting points. Children are motivated, eager to learn and enjoy learning new skills. For example, they learn how to move their legs forwards and backwards to move the swing. Children develop their communication skills and are encouraged to become independent learners. They acquire a good variety of skills that prepare them well for the next stage in their learning.

Setting details

Unique reference number	EY462895
Local authority	Bexley
Inspection number	941003
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 1986. She lives in Dartford, Kent, and provides care Monday to Friday for most of the year, except for bank holidays and family holidays.

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