

Childminder report

Inspection date	29 January 2019
Previous inspection date	21 July 2016

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

This provision is good

- The childminder works extremely well with parents. During the settling-in period, she gathers information to support children's initial assessments. Parents are encouraged to share information about their family. This is demonstrated when the childminder researched facts about Hungarian culture, and makes dishes which parents say are typical for their family.
- The childminder develops strong bonds with the children, which supports her to meet their individual learning needs. Parents comment that the childminder knows their children well. She often identifies things about their care needs before they share the information with her.
- The childminder has a strong focus on self-evaluation. She seeks feedback from parents to help her identify further ways of improving her practice. She regularly shares information to support children's learning at home.
- The childminder is skilled at adapting activities for children with differing abilities and interests. For example, very young children use finger paints to create their pictures, while older children concentrate on peeling animal stickers and placing them on their wildlife picture. As a result, all children make good progress in their learning.
- The childminder teaches the basics well. For example, children listen and develop good communication and language skills as they copy new words during stories. Young children learn to take turns and share during activities.
- The childminder does not always provide enough opportunities for children to become aware of themselves and other people, and to support and enhance their knowledge further about the world around them.
- The childminder occasionally misses opportunities to monitor and track children's progress to increase their knowledge and skills further.

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 children to gain a greater awareness through the range of resources and activities in order to maximise their understanding of diversity and the wider world
- continue to develop systems of tracking children's progress in order to ensure consistency when planning activities and to help children reach their potential in all areas of learning.

Inspection activities

- The inspector sampled various documents, including children's learning records and a selection of policies and procedures.
- The inspector observed the children during their activities, as well as their breakfast time.
- The inspector took account of the views of the parents through written feedback provided.
- The inspector carried out a joint observation with the childminder, and observed the quality of teaching and assessed the impact on children's learning.
- The inspector took account of feedback from parents on the day of the inspection.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

The childminder keeps her mandatory training up to date, and has attended further training to enhance her skills to support individual children. For instance, she attends a behaviour management course. She learns about the impact that delayed speech and language can have on some children, and strategies to support children's development. Safeguarding is effective. The childminder has a secure knowledge of safeguarding and knows how to respond if she has concerns about a child in her care. She ensures that documentation, including policies and procedures and written permission from parents, is in place. She supervises children closely, and provides a safe and secure environment. She carries out regular risk assessments in her home and for outings. She considers a variety of ways she can ensure children's risks are minimised. For example, as part of her off-site carry bag, she has parents' contact details in a notebook, as well as a telephone. The childminder has high expectations of all children. Although this needs to be strengthened further, she monitors and tracks children's development and learning.

Quality of teaching, learning and assessment is good

The childminder plans stimulating and enjoyable activities for children, taking account of their individual interests. For example, children enjoy the planned activity learning about the weather and animals during the winter. Children confidently name animals and talk of how they are cared for during the winter months. The childminder promotes children's mathematical skills as they count the numbers on the fish they catch during the fishing game. Although the childminder provides a wide range of resources, these do not adequately reflect diversity in order to expand children's understanding of the diverse community and cultures within the wider world.

Personal development, behaviour and welfare are good

The childminder meets children's emotional needs well. Children regularly meet with other children and develop good social skills. This promotes their strong sense of themselves and their well-being. She creates different environments to enable children to feel safe and secure during the settling-in process. For example, she meets children and their parents at the park as well as welcoming them into her home. The childminder teaches children to be independent and to manage age-appropriate tasks for themselves. For instance, children learn to wash their hands when they use the bathroom. They have a good understanding of a healthy lifestyle. Young children pour their own milk on their cereal. Older children confidently prepare their sandwiches at lunchtime.

Outcomes for children are good

Children make progress in all areas of learning and work comfortably within the range of development typical for their age. They concentrate well for long periods of time. Young children enjoy fitting the correct colour and shape in the shape sorter. Older children learn about words and their meaning. For example, they follow the 'stop' sign when they play with the train set. Children develop good communication skills as they independently choose stories and read together. They are well prepared for future learning, including as they prepare for school.

Setting details

Unique reference number	EY474597
Local authority	Bexley
Inspection number	10075717
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	21 July 2016

The childminder registered in 2014 and lives in Bexley, Kent. She operates term time only from 9am to 5pm, Monday to Friday. The childminder holds early years childcare qualifications at level 3.

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