

Childminder Report

Inspection date

12 December 2017

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

- Children make good progress from the start, particularly with their self-confidence and communication and language.
- The childminder is very supportive of children who speak English as an additional language. For example, she learns key words and plans activities that include their festivals, cultures and customs.
- The childminder fosters good relationships with other agencies and settings that children attend. For example, she shares relevant information with health professionals with regard to the progress check for children aged between two and three years.
- The childminder uses good strategies to help children to behave well. Children take turns, share their toys and listen to the childminder's guidance and advice.
- The childminder keeps parents well informed about their children's progress through a variety of ways, such as daily diaries and colourful scrapbooks.
- The childminder works in close partnership with her co-childminder and early years advisers to support her reflective practice.

It is not yet outstanding because:

- The childminder does not have clear methods to fully support children's developing independence and awareness of their own healthcare needs, such as toilet training.

What the setting needs to do to improve further

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

- provide older children with even more support with regard to understanding and managing their own healthcare needs, such as toilet training.

Inspection activities

- The inspector had a tour of the home and viewed the areas that children use.
- The inspector and the childminder observed the children's play and discussed the outcomes of an activity.
- The inspector sampled written documentation, such as children's progress reports and the childminder's policies and procedures.
- The inspector interacted with the children and took account of the written views of parents.

Inspector

Gillian Cubitt

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her setting well. She maintains accurate documentation to support her practice. Safeguarding is effective. The childminder has a good knowledge of her responsibility to help keep children safe. For example, after recent training, she updated her policy to reflect the additional changes to protect children from inappropriate manipulation and influence of others. The childminder monitors the service she provides well and seeks ideas to improve. For example, she has recently considered the benefits of baby-led weaning on children's healthy eating development. The childminder builds effective partnerships with others, such as nurseries and schools, to support consistency in children's learning when they move to other settings.

Quality of teaching, learning and assessment is good

Overall, the childminder plans well to support children's progress. She makes accurate observations and follows children's interests to help them to learn. For instance, when toddlers have a passion for cars, the childminder interacts with them effectively to extend their early speaking and understanding. Children sing about wheels and happily engage in actions to rhymes, while they repeat the words and sounds. They learn how to create pictures with a variety of craft activities, such as making crackers at Christmas. The childminder encourages children to feel and describe different textures. The childminder develops children's mathematical understanding when she helps them count the pieces they select.

Personal development, behaviour and welfare are good

Children settle quickly with the childminder. They enjoy their play in an environment that provides them with access to many good-quality toys and resources. Children make choices, which helps develop their confidence and independence. The childminder supports children's growing awareness of their wider learning environment outside the home. For example, she takes children to places such as nature parks and museums. The childminder promotes children's health awareness well. For instance, they learn that food makes them 'big' and 'strong'. The childminder conducts rigorous checks to ensure children's safety, both in the home and when they go on outings. For example, children learn to be careful when the slide is damp.

Outcomes for children are good

Children are motivated and keen to learn. They develop a range of skills that prepares them well for their next stage in learning, and eventually school. Babies and toddlers begin to move around with confidence and older children challenge their physical skills on a range of outdoor equipment. Children enjoy socialising with different groups of children in community activities. They learn about shapes, colours and size during play. Children learn to recognise the sounds of letters and recognise their written names.

Setting details

Unique reference number	EY488055
Local authority	Lewisham
Inspection number	1021458
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Bromley. She works in partnership with another childminder at the same address. She provides care on Monday to Thursday from 8am to 6pm, all year round.

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