

Childminder Report

Inspection date	14 December 2016
Previous inspection date	8 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 has established strong partnerships with parents and this contributes to continuity in children's care and learning. For example, they share information about their children's individual needs and what they have done at home.
- The childminder provides a welcoming, homely environment where children are relaxed, happy and have fun learning. Children have access to a wide range of activities that are appropriate for their age and stage of development.
- Children's behaviour is good. The childminder is a good role model. She gently reinforces important social skills and boundaries. Children thrive on the praise and encouragement they receive from the childminder.
- The childminder effectively interacts with children and supports their learning well. She closely observes, listens and responds to children as they play and during care routines.
- The childminder uses various ways to evaluate her practice, including gathering feedback from parents to help her do this, and has made improvements since her last inspection.

It is not yet outstanding because:

- On occasion, the childminder helps children with tasks that they could try and complete themselves to further encourage and build on their independence skills.
- The childminder's methods for assessing and tracking children's progress are not yet precise enough to help them achieve the best possible progress.

What the setting needs to do to improve further

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

- provide more opportunities for children to direct and lead their own learning and manage tasks for themselves
- build on the already good systems in place for tracking children's progress and identifying their next steps in learning, to provide an even sharper focus on helping children achieve rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation including children's learning records, policies and procedures and the childminder's self-evaluation process.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Mary Vandeppeer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended training and has a good knowledge of her role and responsibility to protect children and keep them safe. She is also aware of how to identify any risks to children from extreme behaviour and views. The childminder is confident in the action to take if she is concerned about a child's welfare or well-being. She routinely assesses the areas children use for potential risks to help identify and minimise any hazards effectively. There are suitable policies and procedures in place. The childminder observes children at play and tracks their progress from their starting points. She is organised in her record keeping and all documentation was easily accessible at this inspection.

Quality of teaching, learning and assessment is good

The childminder is a very experienced childcare worker and she has developed a good knowledge and understanding of how children learn. The childminder provides children with meaningful activities that cover all the areas of learning. For example, children develop their creative skills as they cut out, paint and assemble decorations for their Christmas trees. The childminder is skilful at supporting children in their language development. For example, she repeats letter sounds correctly and encourages children to put words together to form short sentences. Children use their imaginations well such as when they use the play kitchen and resources to recreate experiences with which they are familiar. The childminder plans nature walks and uses these to encourage children to explore the natural world and search for items they can use in pictures or projects.

Personal development, behaviour and welfare are good

The childminder collects information from parents about children's care needs, routines and interests. This helps children settle in quickly. The childminder and children form close emotional bonds. This helps children to feel safe, secure and valued in her care. The childminder prepares healthy meals and snacks, and provides opportunities for children to enjoy fresh air and exercise daily. The childminder understands how to teach children about other people and their communities. She uses positive praise and encouragement to support children and to help them grow in confidence and self-esteem.

Outcomes for children are good

Children show a desire to learn, listen and explore different activities. Children are developing an understanding of early mathematical concepts and literacy skills. For example, storybooks are used to encourage children to count and recognise the letters and words they know. Children make good progress from their starting points. They are gaining important and essential skills for the next stage in their learning and for starting school.

Setting details

Unique reference number	136674
Local authority	Bromley
Inspection number	1061402
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	8 October 2013
Telephone number	

The childminder registered in 1997. She lives in Coney Hill, in West Wickham, Kent. The childminder cares for children all day on Monday to Friday for most of the year, with the exception of bank holidays and family holidays.

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