

# Childminder Report

**Inspection date**

3 September 2015

Previous inspection date

13 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- Children make good progress in their learning and development. They benefit from a broad range of activities and experiences that the childminder plans according to their individual learning needs.
- Children enjoy their play and are well motivated to learn.
- The childminder is a positive role model in her interactions with the children. This helps the children to learn about behaviour expectations, to show respect to others and to have close bonds with each other.
- The childminder builds on her existing knowledge about childminding in a variety of ways; for example, through using internet forums, attendance at relevant courses and by seeking regular feedback from parents.

**It is not yet outstanding because:**

- The childminder misses some opportunities in the routine to further build children's high independence and their personal-care skills.
- Children of differing abilities do not have access to a broad range of tools to support their developing physical skills during some creative activities.

## What the setting needs to do to improve further

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

- provide appropriate tools to reflect children's individual physical abilities
- extend opportunities for children to build on their existing personal and independent skills.

### Inspection activities

- The inspector observed the interaction between the childminder and the children as they engaged in activities both indoors and outdoors.
- The inspector spoke to the childminder throughout the inspection at appropriate times about how children are provided for in their care and learning needs.
- The inspector took account of parental feedback at the inspection.
- The inspector viewed children's records, assessment documentation, the planning of activities, and the policies and procedures shared with parents.
- The inspector looked at the areas used for childminding, and the play materials and equipment used for childminding purposes.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements. She implements these very well in practice to ensure she supports children's care and learning needs consistently. Safeguarding is effective. The childminder keeps children safe and protects them from harm. She is clear about the procedures to follow should she have concerns for their welfare. Since the last inspection, the childminder has developed effective new ways of sharing information with parents. These keep parents updated about their children's progress. She now has good methods to check children's progress regularly and to evaluate their ongoing progress. This range of information exchanged with parents allows them to support their children's learning at home. The childminder has a good understanding of the links to maintain with other early years settings regarding children's learning and progress.

### Quality of teaching, learning and assessment is good

The childminder knows the children very well. She knows their differing abilities, play interests and areas that need specific support. The children benefit from the rich learning environments organised by the childminder. These mean children enjoy choosing what to do and are interested in their activities. For example, when outdoors, children spend time painting, they care for the plants they grow and they learn to care for the pond fish. They spend long periods engaged in activities of their choice. They welcome the childminder's engagement in their play. For example, they enjoy learning about colours and shapes in a threading activity. Such activities help children gain useful skills.

### Personal development, behaviour and welfare are good

Children are settled and happy. They have a close bond with the childminder and with each other. They get on with each other harmoniously and play together happily at the same activities. The children learn well from the childminder's guidance about expected behaviour. They learn from her how to take turns with the toys. Children learn about diversity because the childminder promotes this well through using appropriate play materials and experiences. Children develop good levels of self-esteem and confidence. The childminder meets children's physical needs well.

### Outcomes for children are good

All children make good progress in their overall development, given their starting points, including those learning English as an additional language. They spend their time in purposeful activities; these help them to acquire a variety of relevant skills to help them to move on to school successfully. For example, they enjoy looking at books and learn rhymes to help their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY265693
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	833266
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 June 2011
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Ilford, in the London Borough of Redbridge. She is available to care for children from Monday to Friday, all day.

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