

Childminder Report

Inspection date

17 September 2015

Previous inspection date

5 February 2010

| 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 works closely with other professionals to provide opportunities for children to interact with others. As a result, children are making good progress in their personal, social and emotional development.
- The childminder completes regular observations on children to identify and address their learning needs. She uses this information well to help her plan effectively. Hence, children are making good progress in preparation for their next stage of learning.
- The childminder takes time to get to know children, particularly through her quality interaction with them during play; therefore, children feel secure in their relationship with her.
- The childminder monitors the quality of her provision well. She uses self-evaluation processes effectively to identify areas of strength and further development, in order to drive forward continuous improvement.
- The childminder has strong relationships with parents and shares information to support their children's developing skills. This provides good outcomes for children and consistency in meeting their learning and care needs, both in the home and the setting.

It is not yet outstanding because:

- The childminder does not always make the best use of writing resources, particularly during creative activities, to strengthen further children's mark-making skills.
- The childminder does not always extend opportunities to children to develop their understanding of healthy foods and sharpen their independence skills, particularly during daily routines, such as meal times.

What the setting needs to do to improve further

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

- make better use of the range of writing resources available, to help extend children's early writing skills
- foster children's growing awareness of healthy eating as well as extend their independence skills further, particularly throughout daily routines.

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection about her practice, including how she observes, assesses and plans for children's learning.
- The inspector observed the childminder and children taking part in activities in the childminder's home.
- The inspector sampled the documents that the childminder uses to support her practices, including relevant policies, consent forms, daily attendance registers and children's development records.
- The inspector took into account parents' views by sampling written letters made available during the inspection and by discussion.

Inspector

Natasha Blackwell

Inspection findings

Effectiveness of the leadership and management is good

Overall, safeguarding is effective; this is because the childminder has a good knowledge of child protection, including any signs that would give her cause for concern. She is clear about the procedures to follow to report any welfare concerns. The childminder is committed to improving her ongoing professional development. Consequently, following recent training, the childminder has made improvements to her systems for observing children. Therefore, all children are making good progress towards their next stage of learning. The childminder monitors the quality of her provision well; she values the feedback from parents and children to help identify areas for development.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder plans challenging activities for children to help them make effective progress. For example, she provides running commentary during children's play to promote their communication and language skills. Furthermore, she obtains relevant information from parents on children's home languages to support their communication needs. Therefore, children make effective progress in the speech and language development. The childminder uses a range of teaching skills to motivate and engage all children, so they are keen to learn. For example, children stay focused during construction activities as she develops their play ideas through skilful questioning. She promotes children's mathematical skills well, for example, by providing resources for them to sort and match to help develop their awareness of patterns and shapes.

Personal development, behaviour and welfare are good

The childminder's home is welcoming and inviting. Therefore, children are happy and confident in their environment. Furthermore, she gathers relevant information about children's individual care needs and starting points to help her plan accordingly. As a result, children are making good progress in their personal, social and emotional development. The childminder plans local trips so children have the opportunity to learn about the wider world and develop their social skills. For example, during play, children recall their recent experience when visiting the farm. This shows that children are confident to communicate. In addition, she takes children to visit their next setting to ensure they feel secure; this helps children prepare for starting school.

Outcomes for children are good

All children make good progress; they show they are confident learners. For example, children enjoy exploring books, and are able to follow story sequences and read by themselves. Children who are learning to speak English as an additional language are making exceptional progress and any gaps in learning are rapidly closing. This enables them to be confident communicators.

Setting details

| | |
|------------------------------------|-----------------|
| Unique reference number | EY397373 |
| Local authority | Waltham Forest |
| Inspection number | 830795 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | 5 February 2010 |
| Telephone number | |

The childminder registered in 2009. She lives in Walthamstow, in the London Borough of Waltham Forest. She operates her service from Monday to Friday, during term time only, between the hours of 8am and 6pm.

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