

Childminder Report

Inspection date

Previous inspection date

28 September 2015

4 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 a good understanding of the Early Years Foundation Stage and promotes children's safety and welfare effectively.
- The childminder plans a varied range of activities to complement school topics. This ensures children's play is purposeful, challenging and fun.
- The childminder creates a warm and welcoming environment and, as a result, children are settled in their surroundings.
- The childminder engages in children's play well. This helps children to enjoy and achieve.
- The childminder ensures documentation is well maintained and, where required, she shares relevant records with parents to foster continuity of care. This promotes children's well-being effectively.

It is not yet outstanding because:

- The childminder has established strong relationships with parents. However, she does not always share children's developmental records with parents to enable them to contribute to children's ongoing assessments.
- Children do not always have enough opportunities to develop an understanding of good hygiene practices or to enhance their self-care skills; for example, developing an understanding of why food that falls on the floor should not be eaten and why their hands should be washed before eating.

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 gain an understanding of good hygiene practices to enhance their self-care skills
- provide opportunities to share children's records with parents to strengthen contributions to children's ongoing assessments.

Inspection activities

- The inspector observed the childminder and children engaged in activities.
- The inspector observed children take part in everyday routine tasks.
- The inspector held discussions with the childminder about her processes for self-evaluation.
- The inspector observed documentation and other records.
- The inspector took account of the views of parents through letters and questionnaires.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good procedures in place and a strong understanding of her role in promoting children's welfare and safety. She attends ongoing child protection courses so that her knowledge is current and up to date. The childminder evaluates her care and service well and, as a result, the quality of children's play and learning are good. The views of parents are obtained through letters and are considered to develop the care provided. She has established a good flow of three-way communication with school staff and parents so that continuity of care is fostered. Detailed 'curriculum topic letters' from school help her to extend children's interests and progress. The childminder acknowledges children's achievements and they receive consistent praise; this helps children to understand right from wrong and they are well behaved. The childminder knows children and their individual needs well to ensure they are met. This promotes a welcome environment for all.

Quality of teaching, learning and assessment is good

The childminder works closely with parents so that she is able to build on their learning. The childminder allows children to pursue their own interests, which enhances their self-confidence. She undertakes observations so that she is able to provide challenging experiences. Consequently, children take pleasure collecting conkers, counting and weighing them. This is an example of how their mathematical skills are promoted. Children enjoy drawing pictures of conkers and they enjoy making early marks in meaningful ways by writing their names on their artwork. This activity is an example of how their early reading and writing skills are supported.

Personal development, behaviour and welfare are good

The childminder encourages children to develop their social skills; for example, setting the table for mealtimes. She creates a social occasion where children discuss their food with their friends and learn to cooperate. The childminder plans children's meals carefully to ensure they are balanced, nutritious and take into account children's specific dietary requirements. This ensures children's individual needs are valued and met. Planned activities help children gain an effective understanding about change, growth and healthy foods, which contribute to their learning and good health; for example, growing tomatoes.

Outcomes for children are good

The good quality of teaching and learning ensures children make good progress. The childminder works closely with other early years providers and parents to support children well while in her care. The childminder plans festivals that reflect the wider community, which celebrates diversity and helps children to feel a strong sense of pride and self-worth.

Setting details

Unique reference number	EY380720
Local authority	Redbridge
Inspection number	799502
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	4 October 2010
Telephone number	

The childminder was registered in 2008. She lives in South Woodford, in the London Borough of Redbridge. The setting is open weekdays and before and after school.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

