

Childminder Report

Inspection date	30 September 2015
Previous inspection date	30 September 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

- Children make good progress in their learning. The childminder provides a varied range of resources and activities to support all children as they learn new skills. This means that all children are enthusiastically progressing in their development; they are curious and eager to learn.
- The childminder uses effective questioning techniques to encourage children's communication, language and thinking skills.
- Children behave well. They play cooperatively and are learning to share resources and understand each other's needs.
- The childminder develops close links with staff at other settings children attend so that she can fully support the care and learning of children fully.
- Children have formed close bonds with the childminder. She supports their emotional well-being as she is attentive to their needs. Children show their contentment as they are happy to have a cuddle with the childminder if they are tired.
- The childminder keeps up to date with relevant legislation so that she is fully aware of her responsibilities.

It is not yet outstanding because:

- The childminder misses opportunities to introduce letter sounds to children to further promote their early interest in literacy.

What the setting needs to do to improve further

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

- enhance children's awareness of letter sounds as they play and take part in group activities.

Inspection activities

- The inspector observed children as they played and took part in routines during the inspection; these included lunchtime, snack time and outside play.
- The inspector reviewed documentation including policies and evidence of the childminder's qualifications.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' written comments and feedback.
- The inspector reviewed the areas of the childminder's home used for childminding, as well as the toys and equipment she provides for children.

Inspector

Lesley Hodges

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She implements them well and provides a stimulating environment where children are enthusiastic about their learning. The childminder places a high priority on keeping children safe. She fully understands how to recognise the signs when a child is at risk of harm. Safeguarding is effective. Clear procedures mean that she knows what to do if she has concerns about a child's welfare. The childminder works closely with parents. She provides regular information in a range of ways to ensure that parents are fully informed about their children's progress. The childminder successfully reflects on her practice. She observes good practice at the group settings she attends and adapts this to suit her setting. The childminder has taken action to address the areas raised at the last inspection.

Quality of teaching, learning and assessment is good

The childminder knows children well. She makes careful observations as children play and take part in routines, and plans effectively for the next steps in their learning. The childminder assesses children's stage of development when they first start, using information from parents and her observations, and then monitors their progress over time. The childminder has a good knowledge of child development and uses this well to adapt her activities and resources to teach children of different ages and abilities. She uses a range of teaching methods well; she demonstrates how to use a rolling pin to flatten soft dough and explains about disabilities when children play with small world figures. All children enjoy sharing stories. They are excited as they make animal noises and older children count the animals in the pictures.

Personal development, behaviour and welfare are good

All children, including new children, are very happy in the childminder's home. She promotes their independence skills very well. Older children help to make their lunch and younger children prepare for outside play by getting their shoes ready. The very positive environment promotes a culture of teamwork and respect. Children value each other's views and help each other during routines. This is because the childminder is a good role model. Children choose from healthy snacks and the childminder explains the importance of drinking water in the warm weather. Children enjoy physical play each day. They are excited as they play with bats and balls and take turns to use the slide in the garden. They learn about their personal safety because the childminder teaches them well. These routines contribute to children's good health and their positive attitudes to safe practices.

Outcomes for children are good

Children are confident learners and make good progress. The childminder provides challenge for all children as they prepare for the next stage of their learning. For example, she uses a range of mathematical language for all children, extending older children's

awareness of numbers and fractions to prepare them for their future learning at school.

Setting details

Unique reference number	128046
Local authority	Redbridge
Inspection number	846312
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	30 September 2010
Telephone number	

The childminder registered in 1998. She lives in Woodford Green in the London Borough of Redbridge. The childminder works during term time only.

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