

Childminder Report

Inspection date

6 October 2015

Previous inspection date

26 March 2012

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 a good understanding of the Early Years Foundation Stage and how children learn through play. This ensures children are well supported according to their age and abilities.
- The childminder plans a varying range of learning experiences to further enthuse children's play and enjoyment.
- The childminder makes effective use of the local community to help children learn to interact with others and develop their physical skills; for example, by regularly attending community groups, soft play activities and local parks.
- The childminder has developed strong relationships with children and she creates a homely environment, which further supports children's transfer from home to the setting.
- The childminder and her assistants are vigilant about children's safety. For example, while older children take part in physical activities, they provide younger children with alternative age-appropriate toys that reflect their interests.

It is not yet outstanding because:

- The childminder does not always explore a range of ways to encourage parents to contribute further to their children's ongoing assessments.
- The childminder and her staff do not always make the best use of all opportunities throughout the daily routine to extend children's understanding of good hygiene practices, such as during mealtimes.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about the importance of good hygiene practices throughout the daily routine
- explore all opportunities to share children's records with parents to strengthen further their contributions to children's ongoing assessments.

Inspection activities

- The inspector observed the childminder, her assistants and children engaged in activities.
- The inspector held discussions with the childminder about her processes for self-evaluation and identified priorities for further improvement.
- The inspector observed children's developmental records, the childminder's policies, procedures and other relevant documentations.
- The inspector took account of the views of parents through written feedback provided during the inspection.
- The inspector held ongoing discussions with the childminder throughout the inspection regarding her practice.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the safeguarding and welfare requirements. There are clear procedures in place to promote children's welfare and she has a strong understanding of child protection issues. The childminder ensures her assistants undergo robust suitability checks. Additionally, she carries out appraisals with her assistants to identify areas for support as part of their ongoing professional development. The childminder and her assistants regularly attend training, which helps to promote good outcomes for all children. The childminder evaluates her service well in partnership with parents to ensure priorities for improvement are accurate. For example, she has changed the children's menu to reflect healthier options; this demonstrates a strong capacity and drive to maintain continuous improvement.

Quality of teaching, learning and assessment is good

Parents provide information about children's starting points so that the childminder is able to promote continuity of care and learning. Children's observation and assessment records show children's achievements and their next steps in learning. This helps the childminder to monitor children's progress alongside the early learning goals. The childminder plans suitable activities to effectively support and challenge children's learning and development. She promotes children's personal, social and emotional development well. This helps children to feel confident to take part in activities and explore their environment. The childminder effectively promotes children's language and communication skills; for example, she talks to children consistently and children enjoy taking part in singing nursery rhymes. The childminder provides good opportunities for children to act out real-life situations and to develop their imagination. For example, children take pleasure playing with dolls and dressing up as their favourite characters.

Personal development, behaviour and welfare are good

Children behave well. For example, they willingly help tidy-up activities, while the childminder plays a 'tidy up' song to make it an enjoyable routine task. She supports all children's independence skills effectively in a range of practical ways. For example, young children enjoy feeding themselves with finger foods and others benefit from choosing nursery rhymes while taking part in group activities.

Outcomes for children are good

The quality of teaching and learning is good, and children make effective progress in all areas of learning. The childminder follows children's lead and interest well, and this helps children to pursue their own play opportunities.

Setting details

Unique reference number	EY435298
Local authority	Havering
Inspection number	824063
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	26 March 2012
Telephone number	

The childminder registered in 2011. She lives in Hornchurch, in the London Borough of Havering. The childminder works with two assistants. She holds a relevant childcare qualification at degree level. The setting is open each weekday, including before and after school, all year round.

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