

# Childminder Report

**Inspection date**

16 October 2015

Previous inspection date

14 November 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

- The childminder has built strong relationships with children. This helps them to develop strong attachments and to feel settled. The childminder spends time engaging in children's play which helps to support their learning.
- The childminder's home is welcoming. She provides a safe and secure learning environment which helps children to play and explore safely. For example, there are good safety measures in place.
- The childminder takes good account of children's interests which helps to support their learning. They enjoy the activities on offer.
- The childminder has established good communication with parents so that she is well informed about children's individual needs. This promotes continuity of care.

### It is not yet outstanding because:

- The childminder does not always provide opportunities for children to see clear print. This does not fully promote their early literacy skills.
- The childminder has not fully built links with other early years providers to complement and support children's learning.

## 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 strengthen their literacy skills
- explore opportunities to build links with other early years providers to support and complement children's learning.

### Inspection activities

- The inspector observed the childminder and children while they played throughout the learning environment.
- The inspector held discussions with children while they engaged in their play.
- The inspector held discussions with the childminder about her processes for self-evaluation, including how previous recommendations have been addressed in relation to children's personal, social and emotional development.
- The inspector held ongoing discussions with the childminder throughout the inspection regarding her practice.
- The inspector observed children's developmental records, including policies and procedures.

### Inspector

S Campbell

## 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. Safeguarding is effective. The childminder has a strong understanding of child protection issues and procedures which helps her to effectively promote children's welfare. She makes good use of what she learns at courses to improve children's learning experiences. The childminder uses self-evaluation to reflect on her practice and make improvements. She has met the recommendation from her previous inspection. She now displays photographs of children with their immediate and extended family, which helps them feel a strong sense of pride and belonging. The childminder uses a varied range of methods so that parents are kept informed of children's learning and development. This allows parents to contribute to children's ongoing assessments.

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

Parents contribute to initial assessments of their children so that the childminder is able to effectively build on what children can do. The childminder plans purposeful activities that reflect children's interests, such as outings to the library to obtain books that capture their imagination and encourage curiosity about printed materials. Children enjoy listening to stories about minibests, spiders and other creatures. The childminder supports children's communication and language skills well; she consistently talks to children and repeats their spoken words, helping them learn the correct pronunciation. She encourages children to count in practical ways and to use some number words. For example, children enjoy counting steps while using the stairs and identify shapes as they play with threading toys. The childminder helps children to explore the natural environment and animals, which helps them to understand some features of living things. For example, children enjoy using binoculars and observing small creatures through magnifying containers.

### Personal development, behaviour and welfare are good

The childminder gives children consistent, positive messages about their achievements and efforts, and their behaviour. This helps children to learn right from wrong. They are well behaved and enjoy the close interactions with the childminder. The childminder promotes children's good health well. For example, they eat healthy meals and enjoy taking part in daily physical activities. While on outings the childminder reinforces how children can keep themselves safe. This helps children to think about their own personal well-being. For example, they learn about road safety awareness and stranger danger.

### Outcomes for children are good

The childminder makes effective use of observation and assessment to monitor children's learning. This helps her to support children to make good progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	504361
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	842180
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	30 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 November 2011
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Dagenham, in the London Borough of Barking and Dagenham. The setting is open each weekday, including before and after school, all year.

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