

Childminder Report

Inspection date

2 November 2015

Previous inspection date

27 April 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 provides a stimulating learning environment. She has a good understanding of children's individual needs and interests.
- The childminder promotes children's personal, social and emotional development well. She plans activities that help children to interact with their friends and others.
- The childminder uses observations and assessments well. She sets realistic targets and effectively challenges children's learning.
- The childminder provides a safe and secure environment to promote children's safety and welfare.
- The childminder evaluates her practice effectively; she identified that children had less opportunities to explore and investigate outside. She now includes a wide range of experiences outdoors. For example, children learnt about growth while planting bulbs using their 'mud kitchen'.

It is not yet outstanding because:

- The childminder does not always fully promote children's understanding of personal hygiene. For example, she does not explain to children that covering their mouth when coughing helps to prevent the spread of germs.
- Children do not always have the best opportunities to practise and develop their early writing skills.

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 enhance their understanding about good hygiene routines to fully promote their self-care skills
- explore ways to build on and strengthen opportunities for children to promote their early writing skills.

Inspection activities

- The inspector observed the childminder and children throughout the learning environment.
- The inspector held discussions with children while they engaged in their play.
- The inspector held discussions with the childminder to establish how she has kept her knowledge and understanding up to date in relation to the Early Years Foundation Stage.
- The inspector held discussions with the childminder about her processes for self-evaluation, including the previous recommendation in relation to establishing relationships with other providers.
- The inspector took account of the views of parents through written feedback.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a good understanding of child protection procedures so that she is able to act in children's best interests. She maintains documentation, policies and procedures well, which she implements effectively to support her good practice. The childminder regularly attends courses, ensuring her knowledge is current and up to date. For example, she has attended behaviour management training and has now implemented new strategies to help children understand right from wrong more effectively. The childminder has established effective links with other school settings children attend to complement and extend their learning. She has developed strong relationships with parents and they successfully contribute to children's learning at home and at the setting. For example, parents exchange photographs of outings and special events, which the childminder uses to plan activities that build on their family experiences.

Quality of teaching, learning and assessment is good

The childminder uses effective observations and assessments to monitor children's learning and development from their starting points. She plans effectively to help children make good progress. Children's vocabulary develops well. For example, she encourages children to pretend to talk to their parents on a toy phone. Children benefit from singing familiar nursery rhymes, which helps them recognise the sounds in words. They look at books independently and the childminder provides props, such as hand puppets, to bring the story to life and capture their interest in early reading. Children's mathematical skills develop well. They enjoy playing with shape sorters, colour matching toys and use a sponge dice to count. The childminder helps children to explore the natural environment. They learn that their bodies make a shadow when the sun is out and observe the life cycle of butterflies. Children's creativity is developing well. The childminder encourages children to experiment with sounds, such as playing a harmonica and xylophone.

Personal development, behaviour and welfare are good

The childminder helps children to settle well and they form strong relationships with her. Children develop good self-esteem and confidence. For example, the childminder provides lots of praise and certificates for children's efforts and achievements. Children benefit from daily outdoor play and receive healthy meals, which contribute to their good health. Children's independent skills are developing well. The childminder encourages them to pursue their own interests and carry out everyday tasks. She helps promote children's confidence and social skills as they develop friendships.

Outcomes for children are good

The children make good progress in their learning. They participate in a wide range of activities and are well prepared for their future learning and development.

Setting details

Unique reference number	EY435508
Local authority	Barking & Dagenham
Inspection number	824078
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	27 April 2012
Telephone number	

The childminder registered in 2011. She lives in Rush Green, in the London Borough of Barking and Dagenham. The setting is open each weekday all year round, including before and after school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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