

Childminder Report



Inspection date 10 November 2015
Previous inspection date 23 March 2011

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 develops secure attachments with children. She helps them to strengthen their personal, social and emotional development so they become confident learners.
- Children are engaged in their play and learning. They are able to choose activities that interest them and the childminder supports children's learning well.
- The childminder is vigilant about children's safety and welfare. She implements good safety measures to ensure children play and explore in a secure environment.
- Partnership with parents is strong. The childminder and parents communicate regularly to ensure a consistent approach in children's learning and care.
- The childminder effectively monitors her practice and activities that she provides. She has a good understanding of how to raise the quality of the setting and identifies areas for improvement. She has addressed the recommendation set in the previous inspection.

It is not yet outstanding because:

- The childminder's use of questioning at times slightly hinders children from extending their thoughts and ideas.
- Occasionally, the childminder misses some opportunities to gather information from other providers that children attend to strengthen even further children's learning outcomes.

What the setting needs to do to improve further

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

- make better use of all opportunities to use more challenging questions to promote further children's thinking and ideas
- strengthen partnerships with other providers that children attend, particularly to share information more often to build on children's learning.

Inspection activities

- The inspector viewed all areas used for childminding.
- The inspector observed children playing and the interactions between the children and the childminder to assess the quality of teaching.
- The inspector viewed a sample of documents, including the childminder's policies and procedures, and children's learning records.
- The inspector carried out discussions with the childminder at appropriate times.
- The inspector took account of the written views of parents.

Inspector

Lisa Paisley

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder has a secure understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. She knows how to identify and report any signs and symptoms that may raise concerns regarding children's well-being. The childminder has robust procedures to promote children's safety, which include regular risk assessments and updating of her safeguarding knowledge. The childminder seeks the views of parents and children to make sure she is meeting their needs. Parents state that they are very happy with the service they receive. The childminder updates her knowledge through regular training opportunities, including working with the local early years advisor.

Quality of teaching, learning and assessment is good

The quality of teaching is good; children show curiosity and motivation to explore. The childminder knows children's interests well. She challenges them in their learning in order to help them to build on what they already know. For example, children practise counting and learn simple addition during a role play activity to increase their mathematical development. Children display creativity and develop good communication skills, such as when sharing their ideas with the childminder. For example, they talk about their nature walks while describing the squirrels and 'spikey' hedgehogs. Children learn about different cultures and traditions during planned activities to increase their understanding of the wider world. They have good opportunities to develop their interest in early writing and reading, such as through ongoing activities and daily routines. Overall, children are learning the necessary skills to help prepare them for their move on to school.

Personal development, behaviour and welfare are good

Children benefit from daily activities, such as visits to local parks and community groups, to promote their physical and social skills. Children behave well. There are consistent opportunities for them to learn good manners. For example, the childminder encourages children to say 'thank you' at appropriate times. She promotes children's independence through everyday routines, and encourages them to manage their personal care, including handwashing. The childminder makes sure that children have healthy and balanced snacks and meals to help promote their good health and well-being.

Outcomes for children are good

Children make good progress in their learning. They enjoy exploring books independently and listening to stories. Younger children gain effective coordination skills, such as when learning to make marks. Additionally, older children have good opportunities to develop their early literacy skills, for example, they learn to recognise letters and their initial sounds.

Setting details

Unique reference number	EY360394
Local authority	Havering
Inspection number	828780
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23 March 2011
Telephone number	

The childminder registered in 2007 and lives in Upminster, in the London Borough of Havering. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except family holidays. The childminder provides funded early education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

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