

Childminder Report



Inspection date 3 September 2015
Previous inspection date 16 October 2008

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 promotes good quality interactions with children. These ensure that all children, whatever their backgrounds, have good learning experiences. These promote children's ongoing development, including learning to respect one another.
- The childminder closely monitors children's ongoing development and progress. She uses observations and assessments well. These give her a good understanding of children's individual levels of achievement. She uses this knowledge well to help children continue to make good progress.
- Partnerships with parents are strong. The childminder shares information about children's care and learning with them. Children benefit from this because all those involved in their care and education know their needs. This means they all take a consistent approach to meeting these needs.
- All children play with toys and engage in activities that interest them. This is because the childminder provides a safe, well-equipped home environment. It is carefully organised so resources are readily available for children's choice.

It is not yet outstanding because:

- Children do not have many opportunities to learn about the natural world, to help widen their knowledge and understanding of it.
- Although the childminder promotes children's early literacy skills well, she does not fully encourage children to be interested in print.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about the natural world
- extend opportunities for children to see and use printed words.

Inspection activities

- The inspector discussed how the childminder assesses children's development and plans for activities that children enjoy.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the childminder's interactions with the children and discussed how she promotes their ongoing development.
- The inspector spoke to parents, read written testimonials and considered their views.

Inspector

Lisa Paisley

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and has a good knowledge of how children learn. She understands and implements the requirements of the Early Years Foundation Stage well. The childminder evaluates her practice and makes plans for improvement; for example, she has drawn up a suitable personal development plan. The childminder works closely with other professionals and this helps her to monitor and reflect on her practice. Safeguarding is effective. The childminder has a thorough understanding of safeguarding and possible child protection issues. She knows the correct procedures to follow if she has concerns about a child in her care. The childminder treats all children with equal respect.

Quality of teaching, learning and assessment is good

The childminder's quality of teaching is effective. She bases activities on children's interests and makes these challenging so that children are eager to discover and explore in their play. This all helps them to practise important skills that prepare them for the next stage in their learning. The childminder uses effective questioning to develop children's recognition of numbers, shapes and sizes, such as when children played with toy trains. The childminder reads books to children, so they learn to listen and she introduces new words during their play. This support helps to promote children's communication and language skills well. The childminder shows children how to do things so they gain new skills.

Personal development, behaviour and welfare are good

The childminder successfully creates an environment that fosters mutual respect for others. For example, children are well mannered, polite and considerate towards each other. They are settled and secure. Children develop good relationships with the childminder and have secure attachments to her. The childminder effectively supports children and provides a welcoming environment for them. Children have good opportunities to be physically active daily and they have regular experiences outside. The childminder chooses and organises these outings to suit children of different ages so all enjoy them. Children develop their awareness of how to keep themselves safe; for example, children practise emergency evacuations.

Outcomes for children are good

All children make good progress. Children develop the key skills needed for the next steps in their learning because the childminder promotes mathematics and literacy well, for example, through activities and daily routines. Children learn useful personal skills to become independent; for example, they wash their hands at relevant times and they pour their own drinks.

Setting details

Unique reference number	EY365982
Local authority	Redbridge
Inspection number	828980
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16 October 2008
Telephone number	

The childminder registered in 2008 and lives in the Woodford Green area in the London Borough of Redbridge. She operates her childminding service all year round from 7.30am to 6.30pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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