

# Childminder Report

<b>Inspection date</b>	17 November 2015
Previous inspection date	8 November 2010

<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 and her assistant promote children's communication and language skills well. They use descriptive language during play and ensure they give children enough time to consider their responses to questions.
- The childminder listens to children's ideas and allows them to lead their play. She encourages children to be confident and to connect their ideas to develop their learning and help them make good progress.
- The childminder and her assistant reflect on the children's learning well. They share their knowledge and skills, to enrich learning experiences for children.
- Children are happy and settled in their play. The childminder and her assistant are warm and nurturing, and help children to develop a positive sense of well-being.
- The childminder promotes children's safety well. She carries out effective risk assessments that contribute to children's well-being. She encourages children to manage risks involved in their own play, to promote their independence.

### It is not yet outstanding because:

- The childminder does not always provide all children with opportunities to fully explore a range of ways to develop their skills in technology.
- The childminder does not take all opportunities to enable children to talk about changes in the environment and why some things occur, to fully promote their curiosity.

## What the setting needs to do to improve further

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

- enable children to explore technology and how things work, to develop their understanding of the world further
- extend opportunities for children to learn about similarities and differences between environments and to talk about how things change, to promote their investigative skills.

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector sampled documentation and children's records.
- The inspector held discussions with the childminder and childminder's assistant.
- The inspector had a tour of the setting.
- The inspector discussed self-evaluation with the childminder.

### Inspector

Julia Maria Gouldsboro

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant both know the signs and symptoms that may indicate that a child is at risk. They know the procedure to follow if they have concerns about children in their care. Regular risk assessments help to ensure the environment is safe to explore. The childminder and her assistant reflect on their practice very well to improve the provision and to develop children's learning. They have a clear understanding of the Early Years Foundation Stage. They work successfully with parents to promote children's learning and personal care routines between home and school. The childminder supports her assistant well. She carries out regular supervisions of her assistant and highlights any training they need to help improve outcomes for children.

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

The childminder teaches children well and builds on their interests. Children enjoy practising their mathematical skills as they count and sort objects according to shape and size. The childminder and her assistant make good use of conversation and discussion to help extend children's vocabulary. They reflect on the children's needs and interests, and build these successfully into planning the next steps in their learning. The childminder and her assistant use discussions with parents to effectively monitor children's progress overall. They develop a good knowledge of each child's personality and abilities, and plan activities that capture their interests and promote learning.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment where the children settle well and form caring bonds with her, her assistant and each other. She promotes children's behaviour and their self-esteem well. She provides lots of opportunities for children to make choices and promotes children's confidence well. Young children learn to choose what they want to play with as they move between various activities. Older children develop concentration and enjoy time to pursue their learning without interruption. The childminder encourages children to talk about what they are learning. They play happily together, behave well and learn to share and take turns.

### Outcomes for children are good

Children are happy, confident and settled. They make good progress in relation to their starting points and develop the skills they need for the next stages of their learning. They take the lead in their learning and explore the play environment well.

## Setting details

<b>Unique reference number</b>	EY394063
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	830556
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 November 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the London Borough of Waltham Forest. Her daughter works with her as her assistant. She is available weekdays from 8am to 6pm, throughout the year.

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