

Childminder Report

Inspection date

17 November 2015

Previous inspection date

15 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 builds strong relationships with children. This helps them to feel safe and secure, and settle quickly when they start.
- The childminder interacts well with children; she successfully engages children in their play to strengthen their skills and ongoing progress.
- The childminder works closely with parents to support their children's learning. She keeps them informed of daily activities and shares children's next steps, including ways to support their children further at home.
- The home is warm and welcoming. The childminder has a safe, well-organised home where children are able to access high-quality toys and resources, and develop their growing independence.
- The childminder keeps up to date with relevant training, which she uses to update her policies and inform practice, such as safeguarding. She is committed to developing her service further in order to promote good outcomes for children and families.

It is not yet outstanding because:

- The childminder does not always consider ways to increase children's understanding of the natural world, including learning about differences between living things; for example, animals, plants and lifecycles.
- The childminder does not always reflect on parents' comments when evaluating her practice to strengthen further her self-evaluation processes.

What the setting needs to do to improve further

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

- enhance children's knowledge of the world to help increase their understanding of nature and living things
- make better use of self-evaluation processes, in particular to include parents, to improve learning experiences for all children.

Inspection activities

- The inspector observed the childminder interacting with the children.
- The inspector looked at all areas of the house used by the children.
- The inspector carried out a shared observation and discussed children's learning from the activity.
- The inspector looked at a range of the childminder's policies and procedures, including vetting details and children's progress records.

Inspector

Lisa Paisley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do should she have a child protection concern. She is aware of when to notify Ofsted of any significant changes to promote children's safety, including when she needs to obtain suitability checks for members of the household. The childminder takes robust steps to maintain a safe environment for children and reinforces safety messages effectively. She understands her responsibilities with regard to working with assistants, including providing ongoing support and training. She ensures her assistants are aware of the setting's policies and procedures to meet the needs of all children. The childminder understands the need to work with other providers that children attend to provide consistency of care.

Quality of teaching, learning and assessment is good

Teaching is good. The childminder provides challenging opportunities for children to extend their learning. She shows a good understanding of how to interact with children to extend their play. For example, she encourages babies to explore and investigate the creative activities, and offers good support and praise. She uses assessments well so that she has a good understanding of new children's developmental progress, and plans effectively for their future learning. Children who are learning to speak English as an additional language have opportunities to use their home language, as well as English. This helps to develop their good communication skills.

Personal development, behaviour and welfare are good

The childminder is a good role model. She offers children comfort and affection; children are very happy and settled. She demonstrates care and warmth during care routines, so that babies are content. The childminder reminds children about being safe and careful, such as during play. She teaches children about diversity and the wider community. For example, children play with resources reflecting differences and similarities, and learn about cultural celebrations and festivals. Children learn to share and take turns, and are respectful towards one another. The childminder encourages children to manage their care needs, appropriate for their age. She ensures children follow good hygiene routines, such as hand washing, and benefit from healthy meals and regular drinks. Children build good independence skills to help them become socially confident in preparation for school.

Outcomes for children are good

All children, including those who are learning to speak English as an additional language, make good progress. They are motivated to learn and explore. The childminder knows the children well and ensures they are ready for the next stage of their education.

Setting details

Unique reference number	EY222968
Local authority	Redbridge
Inspection number	812620
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 1
Total number of places	8
Number of children on roll	1
Name of provider	
Date of previous inspection	15 June 2012
Telephone number	

The childminder registered in 2002 and lives in Ilford area, in the London Borough of Redbridge. She operates all-year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two, three-, and four-year-old children. She holds an appropriate early years qualification at level 3. The childminder is registered to work with two assistants.

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