

# Childminder Report

**Inspection date**

16 November 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 has a secure understanding of the requirements which she implements very well in her service to children and parents.
- The childminder has a secure and detailed understanding of how children learn through play. Her teaching skills are strong and engage children in a broad range of stimulating learning experiences.
- The childminder has a thorough understanding of the required learning assessments and works well with parents to ensure there is continuity in children's care and learning.
- Children have formed strong relationships with the childminder and her assistant. These help the children to settle, to be confident, to learn about behaviour expectations, and to make progress in their development.
- The childminder takes pride in her professional role. She evaluates and monitors all aspects of her service. She undertakes training, and seeks feedback from parents and outside professionals.

### It is not yet outstanding because:

- The childminder does not engage parents as well as possible in the information gathering process about children's initial stages of development when they first start attending.
- The childminder misses opportunities to help children learn about the natural world.

## What the setting needs to do to improve further

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

- give parents every opportunity to share information about their children's learning from home when children start at the setting
- increase opportunities for children to explore and learn about the world around them.

### Inspection activities

- The inspector held discussions with the childminder and her assistant, and talked to children at appropriate times during the inspection.
- The inspector looked at a sample of required records, policies and procedures, and children's assessment records. A sample of the different methods used to communicate daily with parents was also seen.
- The inspector observed a range of indoor and outdoor learning activities, and mealtimes.
- The inspector sampled the childminder's documentation. This included the required individual records to support children's welfare, developmental records, and policies and procedures she shares with parents.
- The inspector discussed and looked at documentation used as part of the childminder's self-evaluation systems.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibility to act on any concerns about a child's welfare. Her knowledge of the Early Years Foundation Stage requirements is sound and she implements these well. The childminder communicates well with her assistant. This ensures the adults work consistently as a strong team to support children effectively in their care and development. The childminder has a strong capacity to maintain continuous improvement. She evaluates her practice regularly. In addition, she gathers the parents' views regularly and undertakes relevant training to update her own knowledge. The childminder undertakes regular observational assessments of children's development, which help her to monitor children's ongoing development and complete required progress checks.

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

The childminder uses effective teaching techniques. Adults plan activities well, and those provided reflect the children's ongoing learning needs and interests. The childminder engages children in a broad range of stimulating activities. The adults give children appropriate levels of support to extend children's learning. The adults' close interaction with the children helps sustain children's play for long periods. Children of varied ages and abilities play well alongside each other. The childminder skilfully adapts activities to ensure all can benefit, whatever their stage of development. She provides children with opportunities to develop a strong awareness of each other. Children learn to share toys and enjoy having books read to them together.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They develop a strong bond with the childminder and her assistant, and settle well in their care. Mealtimes are well organised. Children eat a range of healthy and nutritious food. Outdoor play is part of the effective daily routine. Children learn to socialise with other children. They develop their physical skills well. Children learn about responsible behaviour. They learn to respect others, with effective support from the childminder. The childminder has developed good links with the local nursery and school. These help her support children well when they move to new settings.

### Outcomes for children are good

Children make good progress. They become independent and enjoy their play. They develop a broad range of useful skills and are well prepared to make the move to school.

## Setting details

<b>Unique reference number</b>	EY450781
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	904755
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	10
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Upper Walthamstow in the London Borough of Waltham Forest. She is available to care for children Monday to Friday, throughout the year.

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