

Childminder Report

Inspection date

18 November 2015

Previous inspection date

20 July 2010

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder values children as unique individuals and knows them very well. The childminder's very warm and caring approach helps children to form extremely strong attachments with her. The childminder encourages and reassures children to build their confidence and positive behaviour quickly. She promotes children's emotional well-being exceptionally well.
- The childminder interacts positively with the children. She helps children to develop their language skills successfully.
- The childminder uses her qualification, experience and skills effectively in her teaching and in planning the interesting learning experiences that she provides.
- The childminder has a firm understanding of the requirements. She provides an extremely safe and secure environment for the children, so that they play in the utmost safety.
- The childminder has established successful partnerships with parents that contribute effectively to promoting children's care and learning. She shares information about their children's achievements and involves parents in their children's learning.

It is not yet outstanding because:

- While children develop their early literacy skills well, the childminder misses some chances to help children progress quickly with their early and pre-reading skills.
- Children are very curious but do not get enough opportunities to explore and investigate objects and materials freely, to help them find out more about the world around them.

What the setting needs to do to improve further

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

- increase ways to help children learn that print carries meaning
- provide more opportunities for children to explore the wide range of textures and materials as they wish.

Inspection activities

- The inspector observed children engaged in activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled a range of records, including children's details, learning records, the childminder's written policies and other relevant documents.
- The inspector looked at the areas of the home used for childminding purposes.

Inspector

Claire Nunn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended child protection training and uses the knowledge gained highly effectively to help protect children from harm. The childminder has a secure knowledge of how children learn and develop. She regularly updates her teaching practice by undertaking further training and through research. She uses new ideas to improve the quality of teaching and care that the children receive. For example, she has addressed the recommendations from the previous inspection and improved assessment methods. The childminder evaluates the quality of her provision effectively. Parents comment on how impressed they are with the childminder's care and the service that their children receive.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder identifies what children are interested in and what they can already do before they start to attend. This helps her to plan activities that are stimulating and appropriate for children's different ages, abilities and backgrounds. Children confidently and actively play, learn and explore in the childminder's company and enjoy themselves. The childminder has a good understanding of child development, which she uses effectively to promote children's progress. She extends children's vocabularies and encourages their attempts at new words. She praises children's achievements. Children are keen to have a go at new things. They develop their physical skills effectively. Children learning to walk have appropriate resources to aid their efforts.

Personal development, behaviour and welfare are outstanding

The childminder has an excellent understanding of the children's individual care needs, which she meets to a very high standard. The childminder's well-established routine provides security and consistency, so children know what to expect. Children have confidence in their own abilities and delight in their achievements. They enjoy being physically active. The childminder very skilfully supports the children's social development and helps them to practise new skills. She has very high expectations of children's behaviour and children make particularly quick progress in learning how to keep themselves safe. Children clearly thoroughly enjoy the time they spend with the childminder. The childminder places the utmost focus on working successfully with parents, who contribute to helping their children learn about difference between families. The childminder is careful to avoid gender stereotyping in the provision of resources.

Outcomes for children are good

All children make at least typical progress from their starting points overall, but make rapid progress in their personal, social and emotional development. They gain useful skills and are extremely well prepared and emotionally ready for their next stage in learning.

Setting details

Unique reference number	EY405893
Local authority	Havering
Inspection number	831430
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 2
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	20 July 2010
Telephone number	

The childminder registered in 2010. She is located in Hornchurch, Essex, in the London Borough of Havering. The childminder holds a relevant qualification at level 3. The childminder is available on weekdays during school terms.

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