

# Childminder Report

<b>Inspection date</b>	19 November 2015
Previous inspection date	13 April 2011

<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 has a good understanding of the requirements of the Early Years Foundation Stage and implements these effectively.
- The childminder is a good role model. Children are confident, secure and happy, and they make good progress in their learning.
- The childminder has established strong relationships with parents. She shares daily information with them about their children's progress to keep them informed and encourage them to continue their children's learning at home.
- The childminder quickly identifies any gaps in children's learning and works well with external agencies to ensure plans are put in place to support them effectively.
- Children develop a good understanding of expected behaviour and rules. They share, take turns and are respectful towards each other.

### It is not yet outstanding because:

- On occasion, the childminder does not make the most of opportunities to extend children's awareness of mathematics during their everyday play and daily routines.
- The childminder does not always challenge and build on children's physical skills to extend these further.

## What the setting needs to do to improve further

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

- increase opportunities for children to extend their mathematical skills during everyday play and routines
- extend opportunities for children to build on and challenge their physical skills.

### Inspection activities

- The inspector viewed the quality of the interactions between the childminder and the children.
- The inspector viewed the range of documentation that the childminder completes on the children, including the effective management of her provision.
- The inspector held discussions with the childminder, parents and children at appropriate times during the inspection.
- The inspector had a tour of the premises.
- The inspector carried out a shared observation with the childminder.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify signs and symptoms that may cause concerns about a child's welfare. In addition, she carries out detailed risk assessments ensuring children can play and learn in a safe environment. The childminder drives improvement well, and priorities her own professional development to improve her skills. For example, recent training has highlighted to her the importance of being aware of how children's home environments may impact on their emotional well-being. This has helped her to support children better and have a deeper understanding of their needs. She has met the recommendations from the previous inspection, for example, she has developed more outdoor play opportunities to extend children's learning further.

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

The childminder carries out detailed observations and assessments when children start being cared for by her. She then monitors their ongoing progress and uses this when planning for further development. Children make good progress in their learning. The childminder promotes children's communication and language well. For example, children enjoy engaging in frequent conversations with the childminder and, as she questions and encourages them to talk, this helps extend their vocabulary and communication skills. Children develop good self-esteem and build positive relationships with each other. They are gaining the skills they need for their future learning, including their independence skills and motivation to learn. Children develop their creativity well. For example, they enjoy role play activities, expressing their ideas using paints to create their own work, and handling and manipulating play dough to explore the different textures and smells.

### Personal development, behaviour and welfare are good

Children have access to a good range of play resources and are eager to explore and learn. The childminder uses these and activities well to help children learn about diversity. She takes children to meet up with other children within the community to extend their social skills. The childminder meets young children's care needs well, and encourages older children to attend to their personal needs to build on their personal independence skills. Children enjoy healthy foods and are learning to feed themselves. Children learn about safety, for example, as the childminder reinforces road safety when she takes them to school to drop off older children.

### Outcomes for children are good

Children make good progress in their development. They are developing good independence and communication skills from a young age. They are happy, secure and well cared for by the childminder who is building their skills in readiness for school.

## Setting details

<b>Unique reference number</b>	118816
<b>Local authority</b>	Havering
<b>Inspection number</b>	840214
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 April 2011
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Hornchurch, in the London Borough of Havering. She operates Monday to Friday, throughout the year.

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