

# Childminder Report

**Inspection date**

2 December 2015

Previous inspection date

6 June 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 supports children effectively so that they acquire age-appropriate skills to learn, develop and progress further.
- Children make good progress in their communication, literacy and mathematical development. For example, they learn to count confidently, recognise letters, and children who are learning English as an additional language make good progress.
- The childminder plans and provides a stimulating range of learning experiences that reflect all areas of learning, and which engage children's interest for long periods.
- The child-friendly and welcoming environment created by the childminder helps to promote a sense of belonging for those children who attend.
- The childminder has a secure understanding of supporting children's safety. For example, she attends regular safeguarding training, and implements appropriate measures to promote children's welfare.
- Partnerships with parents are secure. The childminder ensures that she includes parents in their children's learning and development, and regularly informs them about their progress.

### It is not yet outstanding because:

- The childminder misses some opportunities to exchange information fully with other settings that children attend to strengthen ways of working together to meet children's care and learning needs.
- The childminder does not always make the best use of some outdoor learning opportunities to extend further children's interest in exploring nature and to increase their awareness about the wider world.

## What the setting needs to do to improve further

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

- build on current methods of communicating with other settings that children attend to strengthen further their learning, development and care
- extend learning opportunities outdoors to promote children's experiences fully, in particular their understanding of the natural world.

### Inspection activities

- The inspector spoke to the childminder throughout the inspection at appropriate times about how she promotes children's care and learning needs.
- The inspector observed the interaction between the childminder and the children as they engaged in activities, both indoors and outdoors.
- The inspector viewed children's records, assessment documentation, the planning of activities, and the childminder's policies and procedures shared with parents.
- The inspector looked at the areas used for childminding, including play materials and equipment.
- The inspector took account of parental feedback made available at the inspection.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has good working relationships with parents and shares information regularly with them. She regularly assesses children's learning, enabling her to monitor their progress and identify any area that may need further support. Safeguarding is effective. The childminder has a good understanding of supporting children's overall well-being, and implements her policies and procedures well in practice. Parents' comments about the childminder are positive; they recognise the impact of her service on their children's care and development. The childminder strives to maintain and identify improvements for her provision; she has addressed previous recommendations from her last inspection well. In addition, she values the support from her local authority and other professionals to help her to bring about improvements.

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

The childminder provides an environment that is nurturing and welcoming, and children are happy and confident learners. The childminder offers children stimulating activities and provides interesting resources that cover all areas of learning. She selects these based on children's individual needs and interests. The childminder is enthusiastic, for example, she joins in with children's play to make learning fun and interesting, and they happily welcome her. She knows how to extend their communication skills, for example, by skilfully using questions to progress their learning while they play and offering new challenges. The childminder is confident in her teaching and captures children's attention to explore and learn.

### Personal development, behaviour and welfare are good

Children are confident, happy and settle very quickly in the childminder's care. They are confident to seek out the support of the childminder to help resolve minor issues, such as sharing and turn taking. The childminder encourages children to support one another in activities, which helps them to form secure friendships. Children enjoy healthy food options, including those that reflect different cultural diets, and learn about managing their own personal care, such as through routine tasks. They enjoy daily opportunities for fresh air and exercise. Children learn about their own identities and those of others within the community; the childminder uses a broad range of resources to support children to develop a positive outlook towards others.

### Outcomes for children are good

All children make good progress. They are learning to be independent, such as in making decisions about their play, and are developing a good range of skills to support their early reading and writing skills. All children prepare well for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY259674
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	833159
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<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>	6 June 2011
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Ilford, in the London Borough of Redbridge. She is available to care for children Monday to Friday, throughout most of the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

