

# Childminder Report

**Inspection date**

20 January 2016

Previous inspection date

9 March 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 made effective changes since her previous inspection that benefit children and maintain her good standards of service.
- Children enjoy their play and make good progress. They use a warm and welcoming environment, and enjoy choosing their activities. They develop their confidence and self-esteem effectively. They learn to play together and to respect each other.
- The childminder has a strong awareness of how young children learn. She plans activities and experiences that engage children well and which build on their individual interests. These support children's ongoing progress effectively.
- The childminder and her assistant have a good understanding of safeguarding practices and ensure children's safety at all times. They supervise children well and focus on promoting their welfare.
- Partnerships with parents are good. The childminder communicates effectively with parents to keep them well informed and to involve them in their children's learning.

### It is not yet outstanding because:

- The childminder does not fully explore opportunities to focus her professional development on extending her teaching skills in areas to most benefit the children.
- The assessment processes do not always aid the childminder to plan highly challenging activities that help children to make rapid progress.

## What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development
- strengthen use of the good assessment processes to plan highly challenging activities for children.

### Inspection activities

- The inspector observed children engaged in activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a range of records, including children's details, learning records, the childminder's written policies and other relevant documents.
- The inspector took into account the childminder's comments from her self-evaluation form.

**Inspector**  
Claire Nunn

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice effectively. Since her last inspection, she has improved her outdoor experiences to meet the needs of children who prefer to play outside, for example. Safeguarding is effective. The childminder has a robust understanding of the procedures to follow should she have a concern about the welfare of a child in her care. Thorough risk assessments ensure that the property is safe for children's use. The childminder uses her knowledge of child development well to monitor children's learning. She is able to identify quickly where a child may need further support. She works well with other professionals, where needed, to give children effective help.

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

The childminder fully understands how children learn through play. She gives children plenty of time to explore their ideas and interests. For example, she incorporates young children's interest in cars and trains into planning related activities to extend their learning. Children who are learning English as an additional language receive good support. For example, the childminder uses visual prompts, and repeats words in children's home languages and in English to develop vocabulary. She encourages parents to contribute to the assessment of children's starting points when they join the setting. This helps her to build an all-round picture of children in order to plan effectively, using the parents' information.

### Personal development, behaviour and welfare are good

Children have positive relationships with the childminder. For example, they have cuddles with her when they are sleepy or want reassurance. The childminder works closely with parents to maintain consistent care routines. Children make choices and direct their own play. The childminder acts as a good role model. She manages children's behaviour positively and makes her expectations for behaviour clear. The childminder promotes learning about healthy lifestyles effectively. Children learn the importance of hand washing and of healthy eating. Children gain a good knowledge of others and how people differ, such as through a range of activities, discussions and resources.

### Outcomes for children are good

Children make good progress. They gain a good range of skills in readiness for school. They develop their early literacy and numeracy skills well, for example, and gain positive attitudes to learning.

## Setting details

<b>Unique reference number</b>	EY412101
<b>Local authority</b>	Havering
<b>Inspection number</b>	831977
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2011
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Harold Hill, in the London Borough of Havering. She operates from 7.30am to 6.30pm on weekdays all year round. The childminder has a childcare qualification at level 3. The childminder is able to receive funding to provide free early education for children aged two, three and four years.

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