

Childminder Report

Inspection date

28 January 2016

Previous inspection date

12 July 2011

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The adults have a strong awareness of how young children learn. They plan experiences that engage children well and which build on their individual interests. These experiences support children's ongoing progress effectively.
- Children benefit from using a challenging and stimulating learning environment. They enjoy playing with a wide range of good-quality resources and activities. They explore freely, use their imaginations and make good progress from their starting points.
- The partnerships with parents are strong. The childminder and her assistants regularly share information about the children's day, which helps them to engage parents well in their children's learning.
- Children behave well. The childminder and her assistants provide high levels of care consistently, and effectively promote children's personal development and welfare.
- The childminder is enthusiastic and clearly enjoys her role. She has made significant improvements to her provision since the previous inspection that have helped her to maintain her good level of service.

It is not yet outstanding because:

- Documents relating to children's well-being are sometimes unclear and are therefore open to misinterpretation; for example, the procedures for administering medication.
- The childminder does not always gauge children's achievements rigorously to know how quickly children are ready to learn something new.

What the setting needs to do to improve further

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

- make sure that records are clear and unambiguous
- ensure tracking of children's progress is always sharply focused.

Inspection activities

- The inspector observed children engaged in activities and the adults' interaction with them.
- The inspector spoke with the childminder at appropriate times during the inspection and discussed how she supports her assistants.
- 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.
- The inspector and childminder took part in a joint observation.

Inspector

Claire Nunn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder makes sure that her assistants are aware of who to contact should they have concerns about a child's welfare. All adults implement the childminder's policies and procedures effectively. The childminder assesses risks thoroughly, both inside and outside the home. This helps the childminder to ensure a safe and secure environment for the children. She is committed to providing good-quality care and drives forward improvements effectively to her service. For example, she has had the annexe converted to provide children with a child-friendly learning space. The childminder's self-evaluation is accurate and includes the views of parents, staff and children.

Quality of teaching, learning and assessment is good

The adults successfully use their knowledge and skills to provide good-quality learning experiences for children. They are fully aware of the children's differing interests and abilities. The adults plan activities around what children need to learn next and they make observations to assess children's levels of achievement. Adults provide a calm environment where children enjoy themselves. They promote children's communication and language skills well. Adults ask questions that extend children's language and thinking skills. For example, an assistant skilfully asked the children questions that helped them decide where they might find bugs in the garden. Adults celebrate children's achievements and share these with the parents. Parents contribute to the assessments of children's starting points when children join the setting. These help the childminder to build an all-round picture of children in order to plan effectively for children's progress.

Personal development, behaviour and welfare are good

Children are very happy and settled. They enjoy positive relationships with all adults. Children play in a clean and safe environment and adults look after them well. Children get plenty of fresh air and exercise, and learn about healthy lifestyles effectively. The adults promote good behaviour and consideration for others consistently; for example, when a child showed thoughtfulness towards others, this was recorded on a 'leaf' and hung on the 'kindness tree' for all to see. Children gain a good understanding of others and how people differ, such as through a range of activities, discussions and relevant resources.

Outcomes for children are good

Children make progress that is better than typical from their starting points. They gain a good range of skills in readiness for school. They develop their early literacy and numeracy effectively, and gain positive attitudes to learning.

Setting details

Unique reference number	EY266822
Local authority	Havering
Inspection number	837295
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	10
Number of children on roll	15
Name of provider	
Date of previous inspection	12 July 2011
Telephone number	

The childminder registered in 2003. She lives in Gidea Park, Essex. She operates her service from 7.30am to 6.30pm on weekdays throughout the year. The childminder is funded to provide free early education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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