

# Childminder Report

**Inspection date**

25 November 2015

Previous inspection date

2 May 2012

<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 good methods to continue to improve her service. She seeks the views of parents and children regularly to help her identify areas for further development. The childminder uses these to support her drive for improvement effectively.
- Children use a warm and welcoming environment. The childminder arranges toys and resources invitingly and all children make independent choices in their play. They enjoy their play and make good progress.
- The childminder uses her knowledge of children well to provide interesting and varied experiences for children. All adults promote children's personal, social and emotional development effectively and children behave well.
- Teaching is good. 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 and help them to develop positive attitudes to learning.
- Partnerships with parents are good. The childminder communicates effectively with parents to keep them well informed of their children's learning, development and care.

### It is not yet outstanding because:

- The childminder does not ensure that agreed strategies to develop children's language and communication skills are consistently followed, particularly in respect of the procedures for communication with children with language difficulties.

## What the setting needs to do to improve further

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

- ensure that all adults working with the children consistently use a wide range of teaching, learning and assessment techniques to develop children's language and communication skills.

### 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.
- The inspector sampled a range of records, including children's details, learning records, and 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 and her assistants have a good understanding of how to protect children and keep them safe from harm. They have attended relevant training and have a clear understanding of the possible signs that a child's welfare may be at risk. The childminder regularly monitors children's achievements and identifies any gaps in their learning that require additional support. She has good links with outside professionals to gain further specialist support when required. She uses the knowledge gained to help children to make good progress, whatever their backgrounds, so that they are ready for the next stage of their learning

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

The childminder uses her qualification effectively. She provides children with varied resources and challenging activities that broaden children's interests over time. The childminder now completes regular and accurate assessments of children. She ensures that the activities provided are challenging and promote the next steps in their learning well. Children confidently explore the learning environments. The childminder uses the children's interests effectively to promote their learning. For example, adults use children's favourite books and songs to encourage early literacy and language skills effectively. Adults help children's early mathematical development well. Children use their counting skills happily during everyday routines. Children develop their physical skills effectively.

### Personal development, behaviour and welfare are good

Children are very happy and settled. They enjoy positive relationships with all adults and have secure attachments with the childminder. The childminder is enthusiastic and clearly enjoys her role. She knows the children very well. She builds the children's confidence when they start attending so children settle in. Children play in a clean and safe environment and adults look after them well. They help children to learn to play alongside other children and to take turns when using resources. Children gain positive attitudes and happily celebrate others' achievements.

### Outcomes for children are good

Children make good progress. They are keen and eager to learn. They gain useful personal skills and are prepared well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY309735
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	827967
<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>	0 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 May 2012
<b>Telephone number</b>	

The childminder registered in 2005. She is located in Chadwell Heath, Essex. The childminder has a relevant qualification at level 3. The childminder is accredited to receive government funding for children aged two years.

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