

Childminder Report

Inspection date

8 February 2016

Previous inspection date

20 May 2010

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 childminder uses her knowledge and understanding of how children learn to promote their individual needs. She challenges children through an effective learning programme to support their developmental journey.
- Children make good progress in their personal, social and emotional development. They build strong bonds with the childminder and with the other children attending, and show they feel safe while in the childminder's care.
- The childminder keeps up to date with changes to legislation to safeguard children. She exchanges information with fellow childminders and undertakes self-evaluation to improve her service further, for example, by gathering regular feedback from parents.
- The childminder supports children to develop positive self-identities, and to be respectful of others. Children have a variety of experiences to learn about others in the local community and the wider world.

It is not yet outstanding because:

- The childminder does not always extend partnerships with all early years settings that children attend, to strengthen their individual learning and development opportunities.
- At times, the childminder does not use all available opportunities to aid younger children's physical skills, for example, practising their early walking skills.

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 children's learning, development and care
- increase opportunities throughout the daily routine for children, particularly young infants, to develop their large physical skills.

Inspection activities

- The inspector held discussions with the childminder to explore her understanding of requirements.
- The inspector and the childminder jointly observed children as they engaged in play, and observed the quality of teaching during other activities.
- The inspector looked at a sample of children's assessments records, the childminder's policies and procedures that she shares with parents, and her self-evaluation processes.
- The inspector spoke to the childminder and the children at appropriate times, and took into account written feedback from parents provided during the inspection.
- The inspector viewed all areas of the home used for childminding purposes.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility to protect children from harm. She strives to develop the service she offers. For example, she has successfully addressed previous recommendations, particularly to improve partnerships with parents and safety during outings. The childminder seeks out good practice ideas, for example, she accesses childminding forums and gains support from her local authority. She has used her knowledge well to increase opportunities for children to learn more outdoors. She keeps parents informed of their children's learning daily, such as through various methods of communication. She maintains all required documentation and shares her policies regularly with parents.

Quality of teaching, learning and assessment is good

The childminder knows the learning needs of children well. She plans in accordance with their specific interests and addresses any emerging gaps in their learning. Parents share their observations from home, which the childminder considers when planning for children's next stage of learning. Young babies explore with great interest using a broad range of resources, such as toys that create different sounds or textures to stimulate their senses. The childminder supports early language and communication well, such as through singing and repeating action rhymes. The childminder provides experiences that reflect children's personal interests. For example, children explore their interest in the emergency services through role play activities.

Personal development, behaviour and welfare are good

The childminder organises settling-in procedures very well. She works with parents to ensure that children settle quickly and with confidence. Young babies thrive in the care and attention of the childminder, and they quickly become familiar with their surroundings. The childminder is attentive of all children, regardless of their differing needs. Children receive consistent guidance on ways to behave, including consistent praise from the childminder to support their emotional well-being. Older children learn about the needs of younger infants. For example, the childminder guides them to take on roles to support their nurturing skills. Children enjoy accessing a healthy range of meals and learn about good eating habits. For example, they participate in regular cooking and shopping activities to promote their outlook on a healthy lifestyle.

Outcomes for children are good

Children confidently use their exploration skills to test out ideas. They develop their independence well and learn to make choices in their play. All children understand how to behave; they show good social and communication skills for their future learning.

Setting details

Unique reference number	EY330601
Local authority	Waltham Forest
Inspection number	847576
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	20 May 2010
Telephone number	

The childminder registered in 2006. She lives in Highams Park, in the London Borough of Waltham Forest. She is available to care for children Monday to Friday, throughout the year.

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