

Childminder Report

Inspection date

15 February 2016

Previous inspection date

4 November 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 childminder has created a warm and welcoming environment. She knows the children well and is sensitive to their individual needs. Children are happy, confident and enthusiastic learners.
- The childminder understands how children learn. She provides them with exciting, challenging activities that promote their imagination and support their problem-solving skills.
- Children behave well. They develop positive relationships with other children, and younger children are learning to take turns and share resources fairly.
- The childminder supports children's communication and language skills well. For example, she models vocabulary and makes good use of questioning to develop younger children's speaking skills.
- Children have opportunities to develop their independence. They choose and make decisions about what to play, including how to spend their time.

It is not yet outstanding because:

- The childminder does not always make the best use of her monitoring processes, particularly to identify ways to further support children with gaps in their learning to make more rapid progress.
- The childminder misses some opportunities for children to learn about people and communities beyond their own families.

What the setting needs to do to improve further

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

- strengthen processes for monitoring children's progress, particularly to support further those children who need additional help to catch up
- extend opportunities for children to learn more about people and communities beyond their immediate family and local surroundings.

Inspection activities

- The inspector observed practice and held discussions with the childminder.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector checked the childminder's understanding of how to safeguard children.
- The inspector looked at the children's records and a range of documentation, including the childminder's policies and procedures.
- The inspector took account of the childminder's self-evaluation document.

Inspector

Lisa Cain

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps the children in her care safe. Children are well supervised at all times throughout their play. The childminder carries out effective risk assessments of all areas used by the children. She has recently undertaken safeguarding training to update her knowledge and regularly seeks other opportunities to develop her skills to improve children's experiences. The childminder develops positive relationships with parents and regularly shares information about children's learning and well-being. She has addressed the areas for improvement set at the last inspection. The childminder has developed methods that enable parents to contribute towards their children's learning and development. She reviews and evaluates her practice well to drive improvement. The childminder is well qualified and experienced. She uses her skills well to provide interesting experiences and individual care for children.

Quality of teaching, learning and assessment is good

The childminder interacts well with the children and gets involved in their chosen play; children thoroughly enjoy exploring role-play scenarios with her. For example, they run around the garden pretending to put out fires and deliver milk in their car. The childminder supports and extends children's learning well. She continually observes children and generally plans well to facilitate their interests and abilities. Children are inquisitive and enjoy developing their own ideas. For example, they explore with the tray of wood chippings, adding their own resources as they become fully emerged in their play. The childminder introduces mathematical language well and encourages children to count, and identify colours and shapes, such as when building towers.

Personal development, behaviour and welfare are good

Children are happy and the childminder meets their emotional needs and care routines well. She encourages children to respect and value their friends. She provides opportunities for them to learn about the local community around them. For example, children enjoy watching the tractors in the local park. The childminder is a positive role model and sets clear expectations and boundaries; children quickly learn what is acceptable and what is not. Children are well-motivated, resilient and confident learners. The childminder offers a range of healthy snacks and meals to promote their good health. Children are physically active and enjoy plenty of fresh air.

Outcomes for children are good

Children are prepared well for the next stage of their learning. For example, younger children enjoy their play, develop their emotional and physical skills well and learn to interact well with other children.

Setting details

Unique reference number	EY136899
Local authority	Barking & Dagenham
Inspection number	842491
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	4 November 2011
Telephone number	

The childminder registered in 2002. She lives in Dagenham, Essex. She operates her service all year round from 7am until 6.30pm, except for weekends and public holidays.

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