

Childminder Report

Inspection date	2 March 2016
Previous inspection date	18 March 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 creates an environment that is warm and relaxed. Children settle well and are happy in their surroundings.
- The childminder has a good understanding of children's individual needs. Children's communication and language skills are met well.
- The childminder plans a good range of outings within the local community and other places of interest to effectively promote children's learning.
- The childminder has developed strong relationships with parents. They are well informed of children's play, care and learning through a good range of methods, such as regular discussions, daily diaries and sharing children's 'learning journeys'.
- Children enjoy the company of their friends and others. They take part in worthwhile group play and planned trips that help them learn good social skills.
- Children are encouraged to make independent choices and are well prepared for the move to school.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to contribute to children's ongoing assessments to support their learning.
- The childminder does not make the best use of opportunities to promote children's home languages and other community languages, to fully support children's early reading and writing skills.

What the setting needs to do to improve further

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

- provide further opportunities for children to strengthen their early reading and writing skills, for example, by seeing and using other community languages within the environment
- explore ways of further supporting parents to contribute to children's learning and ongoing assessments.

Inspection activities

- The inspector observed the interactions between the childminder and children during play activities.
- The inspector spoke to the childminder at different intervals during the inspection.
- The inspector obtained the views of parents through written feedback.
- The inspector looked at the evidence in relation to the childminder's self-evaluation and safety.
- The inspector sampled documentation, including policies and procedures.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and procedures to promote children's welfare. The childminder undertakes training to support her professional development. She uses information and knowledge gained from training courses and the support of the local authority to enhance the quality of teaching and children's learning. For example, she has improved the ways in which she promotes equality and diversity, and the support for children's communication and language needs. The childminder monitors children's learning and any gaps in their achievement by regularly assessing their progress. She has established systems to evaluate the care and service she provides. She seeks the views of parents through questionnaires and written feedback, which enhances good partnership working. There are robust risk assessments in place to promote children's safety and welfare in the setting, and while out on routine outings.

Quality of teaching, learning and assessment is good

The childminder undertakes observation and assessments of children's learning. This helps her to support children's next steps in learning and set appropriate challenges, given their starting points. Children enjoy role-play activities enabling them to act out real-life situations. They imitate making meals for their dolls, while pretending to eat toy ice cream cones. They develop good imaginative skills. Children benefit from playing with small-world toys to help them make connections with everyday experiences within their community. For example, they enjoy using the train set and play people. Children skilfully play with remote-controlled cars, enabling them to learn about how things work.

Personal development, behaviour and welfare are good

Children are well behaved. The childminder models good behaviour, for example, by encouraging children to share and take turns with their friends. She uses gentle reminders to promote good manners, which helps children learn right from wrong. Children take part in regular physical play, and have access to a good range of outdoor resources to help them move in different ways. For example, children develop good physical skills on the stepping stones and when they use the wheeled toys. The childminder undertakes fire evacuation procedures to help children learn how to keep themselves safe in the event of an emergency. She provides healthy snacks to help children make healthy choices and learn about foods that are good for them.

Outcomes for children are good

Children make good progress in all areas of learning. Through practical situations, they learn mathematical vocabulary appropriate for their age and stage of development. Children enjoy taking part in art and craft activities to effectively promote their creativity.

Setting details

Unique reference number	EY336995
Local authority	Havering
Inspection number	828299
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18 March 2010
Telephone number	

The childminder registered in 2006. The childminder lives in Collier Row, in the London Borough of Havering. The childminder works all year round, including before and after school.

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