

# Childminder Report

## Inspection date

8 March 2016

Previous inspection date

6 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 develops strong bonds with children. They settle well, and explore their environment with ease and confidence.
- Healthy home cooked meals provided by the childminder, helps children gain an understanding of foods that are good for them.
- Robust risk assessments are used to promote children's safety throughout the learning environment. This promotes children's secure safety and welfare.
- Children are taught well. They enjoy their time spent at the setting. Children enthusiastically take part in varied range of experiences to effectively challenge their learning. They make good progress and reach good outcomes, given what they already know.
- A range of worthwhile outdoor pursuits support children's well-being, learning, and play. For example, visiting places of interest, attending community groups and exploring a varied range of natural environments.
- The childminder establishes strong links with other early years providers to support children's play.

### It is not yet outstanding because:

- The childminder does not always provide enough opportunities to further develop children's early writing skills.
- The childminder does not always ensure parents can contribute to children's ongoing assessments to help the staff enhance their learning.

## What the setting needs to do to improve further

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

- increase opportunities to strengthen children's early writing skills
- help parents contribute further to children's ongoing assessments to help staff support their learning.

### Inspection activities

- The inspector observed the interactions between the childminder and children during play activities, and took account of children's views through discussion.
- 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 children's assessments.
- The inspector sampled relevant documentation, including the childminder's 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 issues and procedures to promote children's welfare effectively. The childminder works well in partnership with the local authority and other childminders to enhance the activities she plans. She systematically sets targets to support children's learning, and they are reviewed to monitor children's progress. This helps to identify and reduce any gaps in children's learning and development. The childminder undertakes effective self-evaluation to guide her ongoing professional development and to identify ways the setting can improve. For example, she wishes to attend behaviour management training and identified the need to improve the garden area to strengthen children's learning in all seasons. She has developed good partnerships with parents to maintain good continuity of care and well-being.

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

The childminder uses observation and assessments well, given what children already know when they start. She skilfully uses the information gained from observations to plan activities that reflect children's interests. Furthermore, she follows children's lead well so that the activities provided maintain children's focus and enjoyment. Children enjoy playing with musical instruments and listen carefully. They benefit from observing life cycles to enhance their learning of the natural environment. For example, planting and watching flowers grow. Children visit local farms and country parks to learn about animals and wildlife. They enjoy learning number words to support their early number skills, such as going on outings to a number trail and counting toys while they play.

### Personal development, behaviour and welfare are good

Children have a good understanding of personal hygiene. For example, while children wash their hands, they know why they should do so. Older children automatically share their toys with younger ones. The childminder plans worthwhile outings to help children learn to interact and play alongside others, such as attending community groups. Children become independent learners, which prepares them well for their move to school. Children learn to do routine personal tasks for themselves. The childminder supervises young children well who learn to walk carefully, to promote their safety and well-being.

### Outcomes for children are good

Children are happy, and all children develop good communication and language skills. Young children happily babble, learn simple counting skills, and can say single words. Older children enjoy looking at familiar books to help promote their early reading skills.

## Setting details

<b>Unique reference number</b>	EY276246
<b>Local authority</b>	Havering
<b>Inspection number</b>	826749
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 December 2010
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Collier Row, in the London Borough of Havering. The childminder works all year round.

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