

Childminder Report

Inspection date

14 March 2016

Previous inspection date

7 April 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 a strong understanding of the Early Years Foundation Stage, which has a positive impact on the quality of teaching and her own professional development. For example, she gains ongoing support from other childminders to enhance children's learning and the activities she provides.
- The childminder provides an environment that is family orientated. This helps children to be well settled and confident within their surroundings.
- The childminder obtains useful information from parents at the point of children's enrolment to her setting, enabling her to support children's learning, given their starting points.
- Children's safety and welfare are promoted well. For example, young children are consistently supervised while they sleep, and there are good safety measures in place. This minimises risk to children.
- The childminder evaluates her service well to promote good outcomes for children. She gains feedback from parents to help her support children's learning.

It is not yet outstanding because:

- At times, the childminder does not plan group sensory play activities, like the sand tray, so that children are able to access the resources fully to support their play experiences.
- The childminder misses opportunities to strengthen children's awareness of foods and drinks that are good for them, for example at snack times and while preparing fruits.

What the setting needs to do to improve further

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

- develop the provision of sensory-based activities to enable children to participate fully and so increase their enjoyment of them
- use opportunities throughout the day to strengthen children's awareness of healthy eating.

Inspection activities

- The inspector observed the interactions between the childminder and children during play activities, and throughout the learning environment.
- The inspector held discussions with the childminder at different intervals during the inspection.
- The inspector spoke to children and took account of parents' views, such as through written feedback.
- The inspector viewed evidence in relation to the childminder's self-evaluation, including observation and assessment records.
- 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 demonstrates a clear understanding of child protection procedures and her role in promoting children's welfare. She encourages her assistants to attend training to support children's learning. The childminder has built strong links with other early years providers to extend and support children's play and interests. For example, she closely works with school staff to obtain information about current topics. The childminder monitors children's learning and progress well. She has established developmental records and she meets children's individual needs and stages of development by planning for their future learning. She works closely with parents to support children's next steps in learning.

Quality of teaching, learning and assessment is good

The childminder provides play experiences based on children's interests and what they enjoy. She uses good questioning methods to encourage older children to express their thoughts and experiences. This helps to promote children's communication and language skills. The childminder and her assistants plan outings to support children's understanding of key services within their community and how they work, such as visits to the local post office. Children's early writing skills are promoted well, such as taking part in drawing activities.

Personal development, behaviour and welfare are good

Children form strong bonds with the childminder and her assistants. Young children benefit from sleeping while being cuddled, which helps support their rest time. Children behave well. They take part in group activities to help them learn about sharing and taking turns with their friends. This helps promote children's confidence in social situations. Children enjoy outdoor play. They experiment with the movements they make, such as jumping and stamping on cereal. Children learn to move in different ways to help promote their physical skills and well-being. For example, they take part in action songs.

Outcomes for children are good

Children are supported well to help prepare them for their move to school. For example, they are encouraged to dress themselves and make choices about their own play. Children's imaginative play is supported well, enabling them to act out real-life situations. For example, children enjoy playing with dolls and baby slings. Young children enjoy exploring sensory experiences with their mouth, while others take pleasure filling and emptying buckets. The childminder uses this experience to help children learn about 'more', 'full' and 'empty' to support children's early mathematical skills.

Setting details

Unique reference number	144521
Local authority	Havering
Inspection number	836686
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	6
Number of children on roll	15
Name of provider	
Date of previous inspection	7 April 2011
Telephone number	

The childminder registered in 1996. She lives in Hornchurch, in the London Borough of Havering. The childminder holds a level 3 childcare qualification. She works all year round.

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