

Childminder Report

Inspection date	11 April 2016
Previous inspection date	28 June 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 quality of teaching is good. The childminder plans activities that generally support children's interests and the next stages in developing their learning. As a result, children make good progress.
- The childminder has created a warm, homely environment. She builds close relationships with the children in her care. These support children's emotional well-being and sense of safety.
- Children behave well. They develop positive relationships with other children, and younger children are learning to take turns and share resources fairly.
- The childminder reflects carefully upon her provision, using the views of parents and children to help identify areas for improvement.
- The childminder works effectively with parents. They are kept well informed and involved in their children's care, learning and development.

It is not yet outstanding because:

- The childminder does not always develop effective partnerships with other providers, such as schools, to gain or share information about individual children.
- Occasionally, the childminder does not make the most of opportunities to develop children's thinking or problem-solving skills during everyday activities.

What the setting needs to do to improve further

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

- strengthen partnerships with other providers to share information that helps to promote the best possible outcomes for children
- extend opportunities for children to develop their thinking and problem-solving skills effectively in their everyday activities.

Inspection activities

- The inspector observed practice and held discussions with the childminder.
- The inspector observed the quality of teaching during activities 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 considered the views of parents recorded by the childminder.

Inspector

Lisa Cain

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements a wide range of procedures, ensuring children's welfare is promoted. Children are well supervised at all times during their play. The childminder carries out effective safety assessments of all areas used by the children. She checks the environment daily and takes effective steps to reduce hazards. This helps to minimise risks for children so that they play in safety. The childminder is well qualified and experienced. She uses her skills well to provide exciting, interesting experiences and individual care for children. The childminder uses relevant training to keep her knowledge current.

Quality of teaching, learning and assessment is good

The childminder generally has a good understanding of the different ways in which children learn. She carries out frequent assessments, checks on their progress and usually plans well for their learning. Children are always eager to learn and use their imagination well. For example, they delight as they wash their toy cars in the garden and recreate a real-life car wash. Parents contribute what they know about children's starting points when they join the childminder. This helps the childminder to know what children can already do. Children are engaged and motivated in their learning and the childminder makes it fun and enjoyable. The childminder provides many opportunities to promote children's communication and language. She effectively supports children's early writing skills, which helps them to become confident in their early writing attempts.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. She establishes trusting, caring relationships with the children in her well-resourced home. This gives children a sense of security and they quickly become confident and happy learners. The childminder encourages children to respect and value their friends. She provides many opportunities for children to learn about the world around them. The childminder is a positive example of how to treat others and sets clear expectations and boundaries. As a result, children quickly learn what is acceptable and what is not. The childminder provides positive praise and encouragement, and encourages children to always have a go without worrying.

Outcomes for children are good

Children are beginning to acquire key skills to support them as they move on to pre-school and school. For example, they share, take turns and discuss different roles when role playing with their friends. Children are confident, motivated and independent learners. They develop good personal skills, such as when to wash their hands. Children consistently work well within their age-expected learning and development abilities.

Setting details

Unique reference number	128024
Local authority	Redbridge
Inspection number	840716
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28 June 2011
Telephone number	

The childminder registered in 1998. She lives in the London Borough of Redbridge. She operates all year round from 7.30am until 6.00pm, except weekends and bank holidays.

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