

Childminder Report

Inspection date	11 April 2016
Previous inspection date	10 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has developed good relationships with children and she provides an environment that is family orientated; children develop a strong sense of self-worth and belonging.
- Children's imaginative and creative skills are developing well. For example, they have access to a good range of resources, such as to act out real-life situations.
- The childminder undertakes regular observations and assessments of children's learning. She implements good processes to identify and address any gaps in learning.
- Children make good progress in all areas of learning. The childminder has a good understanding of the Early Years Foundation Stage, which she effectively uses to support children to gain the necessary skills for their move to school.
- The childminder plans meaningful activities to help children learn about similarities, differences and the wider community. For example, she teaches children about different celebrations and festivals.

It is not yet outstanding because:

- On occasion, the childminder misses opportunities to model the use of some words correctly, to strengthen further younger children's growing vocabulary.
- The childminder misses opportunities to extend children's interest in making marks in a more meaningful way, to enhance their early writing skills.

What the setting needs to do to improve further

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

- continue to develop children's use and understanding of words, to enhance their vocabulary further
- increase opportunities throughout the day for children to strengthen their early writing skills.

Inspection activities

- The inspector observed the interactions between the childminder and the children during play activities and throughout the learning environment.
- The inspector held discussions with the childminder at different intervals during the inspection.
- The inspector observed and held discussions with the childminder concerning her self-evaluation processes and improvement plan.
- The inspector took account of parents' views through written feedback made available during the inspection.
- 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 regularly updates her knowledge relating to safeguarding issues, such as through attending training. She knows what to do should she have a concern to promote children's welfare. The childminder evaluates her provision well and values her professional development. For example, she consistently works closely with other childminders to share ideas and improve the quality of children's learning. For example, she explores a range of activities to extend children's play. The childminder provides relevant information to parents, such as about the Early Years Foundation Stage, to keep them up to date about the requirements. The childminder actively encourages parents to contribute to their children's ongoing learning and assessments, to promote a joined-up approach to helping children achieve good outcomes.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to support individual children's learning. She regularly monitors children's progress to plan for their future learning and to challenge their play experiences. The childminder skilfully engages in children's play to increase their enthusiasm and joy to learn. For example, children enjoy her company during a painting activity, where they happily make duck noises while painting. The childminder extends this opportunity to enhance their communication and early reading skills. For example, she spends time reading stories to children about animals to extend their interests further.

Personal development, behaviour and welfare are outstanding

The childminder provides an exciting environment. She encourages children to be highly confident and independent learners. For example, children immensely enjoy exploring the learning environment and taking part in activities. Children play extremely well together, and the childminder is successful in using all opportunities to acknowledge children's achievements, to help them to feel proud. Children consistently learn how to keep themselves safe, such as in practical ways. For example, the childminder is thorough in her approach to teaching children about playing and investigating safely during play. The childminder is an exemplary role model of working closely with external agencies to ensure she meets children's specific needs well.

Outcomes for children are good

Children show they are keen to learn from their starting points. They enjoy outdoor play, where they benefit from advancing their learning experiences and physical skills. For example, they enjoy taking part in planting activities and learn how to use larger outdoor equipment. Children eagerly take part in activities that are both adult led and those that they pursue, based on their own interests.

Setting details

Unique reference number	EY249095
Local authority	Havering
Inspection number	826511
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	5
Name of provider	
Date of previous inspection	10 March 2011
Telephone number	

The childminder registered in 2003. She lives in Upminster, in the London Borough of Havering. She works all year round.

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