

# Childminder Report

**Inspection date**

12 May 2016

Previous inspection date

1 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are confident, secure and happy. The childminder forms positive relationships with children and effectively promotes their emotional well-being.
- The childminder promotes good attitudes consistently and has high expectations of children. Children behave well and learn what is and what is not acceptable behaviour.
- Children learn to be independent and to manage their own personal needs. For example, they learn to put their shoes on without help and gain the skills needed in readiness for school.
- Children make good progress. Good teaching helps them develop good mathematical, language, and physical and social skills to help them be ready for the next stages of their learning.
- The childminder reflects on her practice well. She accurately recognises her strengths and identifies areas she wants to develop, to help her improve children's outcomes.

### It is not yet outstanding because:

- On occasions, the childminder and her assistant miss opportunities to develop children's curiosity of the natural world around them.
- At times, the childminder is not always confident in the way she assesses children's achievements to help her more precisely plan for their future learning.

## What the setting needs to do to improve further

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

- help children develop their curiosity of the natural world to enhance their growing understanding
- enhance the childminder's expertise in assessing children's progress, to help identify areas where they may need extra support in their learning.

### Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector sampled a range of documentation, including risk assessments, children's learning records, attendance registers and the childminder's self-evaluation.
- The inspector held discussions and saw written feedback from parents, to consider their views.
- The inspector viewed parts of the premises used for childminding.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibilities in keeping children safe. She implements effective policies and procedures to promote children's welfare. She knows the signs to observe if a child is at risk of harm and where to report any concerns. The childminder develops her skills well to help her improve her service and teaching. For example, she works closely with her coordinator and seeks her advice on how she can improve. The childminder has good links with parents and, along with children, seeks their views regularly to help identify areas to improve.

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

The childminder effectively gathers information from parents about what their children can do to help her plan interesting and challenging activities for them straight away. She uses her knowledge of how children learn to plan effective experiences promoting learning in all areas generally well. The childminder successfully supports children of all ages, adapting resources and activities as needed to meet the needs of individual children. For example, she has made improvements to her garden to make it more accessible for children with disability. The childminder provides children with suitable challenges according what they need to learn next. For example, she teaches children early mathematical skills, such as how to count to 10 accurately.

### Personal development, behaviour and welfare are good

The childminder is warm, caring and affectionate, and children settle into the setting well. She implements good procedures to keep the environment and children safe. For example, she regularly completes a safety risk assessment to help her check for and remove hazards. Children learn to keep themselves and others safe. For example, they learn how to evacuate the building to help protect themselves in an emergency. The childminder provides healthy, balanced foods for children, such as fruit for their snacks. She also works well with parents, encouraging them to provide healthy lunches and promotes healthy lifestyles effectively. Children have good opportunities to be active, such as during trips to the park, to promote their physical well-being.

### Outcomes for children are good

Children make good progress, given what they know when they start. They listen carefully and communicate well with others. They develop good physical skills. For example, they use their hands to attach building bricks together and make different objects from them. Children learn to play and share with others well and gain good early reading, writing and mathematical skills.

## Setting details

<b>Unique reference number</b>	118637
<b>Local authority</b>	Havering
<b>Inspection number</b>	836034
<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>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 March 2012
<b>Telephone number</b>	

The childminder was registered in 1994. She lives in Elm Park, Essex, in the London Borough of Havering. The childminder operates her service Monday to Friday, from 7.30am to 6.30pm, all year round. She holds a childcare qualification at level 3.

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