

Childminder Report

Inspection date

23 May 2016

Previous inspection date

24 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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's emotional needs are met well. The childminder has built strong attachments with children, enabling them to feel secure and safe in their surroundings.
- The childminder works closely with parents so that she is informed of children's routines, likes and dislikes. They regularly exchange information to effectively support children's development and next steps in learning.
- The childminder continually talks to young children to support their communication and language skills. For example, she responds well to their babbles and spoken words to support their vocabulary. All children make good progress, given their starting points.
- Children learn good social skills from a young age. For example, the childminder interacts well in children's play to help them learn to share and play alongside their friends.
- Children enjoy their play and use a good range of resources that support their play and learning experiences.

It is not yet outstanding because:

- The childminder does not always extend children's interest in making marks in a more meaningful way to enhance their early writing skills.
- The childminder misses opportunities to build links with other early years providers to further strengthen children's learning.

What the setting needs to do to improve further

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

- build on the existing opportunities for children to enhance their early writing skills
- explore ways to build further links with other early years providers to support children's learning.

Inspection activities

- The inspector observed the childminder's interactions with children throughout the learning environment.
- The inspector spoke to the childminder at different intervals during the inspection.
- The inspector held discussions with children and took into account their learning experiences and play.
- The inspector held discussions with the childminder about her evaluation processes, procedures for incidents, partnerships with parents, risk assessments and behaviour management strategies.
- The inspector reviewed relevant documents, 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 understands her role in safeguarding children, and the procedures to follow in the event of a child protection concern. Relevant documentation is readily available for inspection and stored securely. This helps to support children's welfare. Children are kept safe as they explore their surroundings and while on outings. For example, the childminder has implemented secure procedures for risk assessments, and young children are closely monitored while they sleep. There are effective processes in place for self-evaluation. The childminder takes account of the views of parents to help her improve outcomes for children. She keeps her knowledge up to date. For example, she attends courses and uses childminding support networks to help to develop her skills further.

Quality of teaching, learning and assessment is good

The childminder uses observations and assessments well to monitor children's progress and plan for their next steps in learning. She uses children's interests effectively to plan stimulating activities that challenge their learning. From a young age, children gain a good understanding of similarities, differences and the wider community. For example, children enjoy playing with figures of people with disabilities. Children show a keen interest in basic mechanical toys, enabling them to learn how things work. For example, they enjoy playing with pop-up toys and a lifelike fire station.

Personal development, behaviour and welfare are good

Children are independent learners, who are encouraged to pursue their own interests and to make practical choices. For example, the childminder asks them what they would like to eat. The childminder has a good understanding of using appropriate strategies to help children learn right from wrong. This helps children to learn to respect their friends and others. Children are taught about the importance of keeping themselves safe while out on outings, and they gain a good understanding of healthy lifestyles. For example, they enjoy healthy and balanced meals.

Outcomes for children are good

Children develop good skills to support their move to school. For example, young children benefit from singing number rhymes, and older children observe numbers while on outings and in the local community. They develop strong early reading skills and enjoy looking at books. Children take part in a good range of meaningful outdoor play experiences to support their learning and physical skills. For example, they visit museums, parks and places of interest. Children enjoy exploring sensory activities, and have opportunities to use different materials to develop their creativity.

Setting details

Unique reference number	EY294657
Local authority	Havering
Inspection number	1048879
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 14
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	24 June 2013
Telephone number	

The childminder registered in 2004. She lives in Harold Wood, in the London Borough of Havering. The childminder provides care during weekdays and operates all year round.

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Piccadilly Gate
Store St
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