

Childminder Report

Inspection date

8 June 2016

Previous inspection date

23 May 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 are confident and happy. The childminder forms positive relationships with them. She is caring, responsive, and encourages children to manage their personal needs independently and to follow good hygiene routines.
- The childminder works well with parents. For example, she gathers relevant information from them about what their children can do, and uses this information effectively to meet children's learning and care needs from the outset.
- Children make good progress and gain the necessary skills they need for the next stages in their learning. The childminder develops children's communication skills particularly well. For example, she talks to children while they play, and effectively develops their conversation and language skills.
- The childminder seeks the views of others to help her identify and implement changes to improve further. For example, since the last inspection, she has developed the way that she assesses children's learning and plans activities, to challenge, excite and motivate all children to learn.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to develop further children's understanding of how to explore and use everyday technology.
- The childminder does not always use all opportunities to build on children's early marks, so they learn to sharpen their skills and write for a purpose.

What the setting needs to do to improve further

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

- develop further opportunities for children to understand and use simple technology
- broaden opportunities for children to practise their early writing skills, in preparation for their move to school.

Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder about how she reflects on the quality of her service.
- The inspector looked at a range of documentation, including safety risk assessments, children's assessment information and the childminder's policies and procedures.
- The inspector considered the written views of parents made available during the inspection.
- The inspector viewed the 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 implements effective policies and procedures to protect children from harm. She knows how to recognise and report any signs that may indicate a child being at risk. The childminder keeps up to date with changes, such as in relevant legislation, and continually improves her professional knowledge. For example, she attends training to improve her safeguarding knowledge. The childminder sets high expectations, which have helped her to succeed in improving her provision since the last inspection. For example, she implements rigorous systems to check children's progress, to help identify and close any gaps in their learning.

Quality of teaching, learning and assessment is good

Children play in a welcoming environment and enjoy exploring resources. The childminder supports and encourages children well while they play. She guides and shows them how to do things when needed, such as to count accurately. She plans suitable activities for children of all ages and adapts resources to meet their needs. For example, the childminder offers a range of easy and difficult puzzles to challenge all children. She skilfully uses questions, such as to help children share and to extend their ideas, while effectively developing their creative thinking. The childminder plans activities around children's interests, to engage and keep them focused in their learning.

Personal development, behaviour and welfare are good

Children behave positively and understand the childminder's expectations. They interact well together, learn to share and help one another during activities. The childminder consistently encourages good behaviour and acts as a positive example. She reminds children to say 'please' and 'thank you', while teaching them to be polite. Children learn about healthy lifestyles, including the benefits of eating balanced, nutritious meals. Children are active and enjoy going walking, such as in their local area, to support their physical well-being. The childminder implements effective procedures to reduce any hazards and to keep children safe. She regularly completes risk assessments of her premises.

Outcomes for children are good

Children make good progress, given their starting points. For example, babies learn to walk confidently, while older children confidently use equipment with control. Additionally, children develop good problem-solving and mathematical skills, and learn to use vocabulary. All children learn to understand similarities and differences between themselves and others.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY343434 |
| Local authority | Redbridge |
| Inspection number | 1048968 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 23 May 2013 |
| Telephone number | |

The childminder registered in 2006. She lives in Woodford Green, Essex. The childminder cares for children from 8.30am to 5pm, Tuesday to Thursday. She operates throughout most of the year.

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