

Childminder Report

Inspection date

10 June 2016

Previous inspection date

10 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The childminder sets high expectations, which has helped her succeed in improving aspects of her provision since the last inspection. For example, she seeks the views of parents to help her reflect on her practice and improve outcomes for children.
- Children are secure and happy. The childminder forms warm relationships with them, effectively supporting their emotional well-being and helping them to be confident and independent.
- The childminder gets to know the children in her care very well. She observes them regularly and uses this information to identify any emerging needs. Children make good progress in their learning and development.
- Children develop particularly good language skills. The childminder provides them with opportunities to develop their vocabulary while they play. For example, she questions them skilfully and engages in conversation, while developing their communication skills.

It is not yet outstanding because:

- The childminder does not always gather enough information from parents about their children's early achievements from the outset of their placement, to enable her to assess their starting points promptly to influence planning.
- At times, the childminder is not always confident in her knowledge of how to extend support to all children, particularly those with specific needs, to enhance their learning experience.

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 ways to gather further information from parents about what their children already know and can do when they first start, to help strengthen plans for their learning
- continue to explore all opportunities to enhance professional knowledge further, particularly in supporting children with the varying needs and abilities.

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 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 implements effective policies and procedures to protect children from harm. She knows how to identify and report any signs that may indicate a child being at risk. The childminder evaluates her service accurately, recognises her strengths and identifies any areas to improve. She acts on the advice of others and has made changes since the last inspection to develop her teaching to a good level. For example, she provides children with more opportunities to engage in role-play activities, while developing their imagination.

Quality of teaching, learning and assessment is good

The childminder teaches children well. She guides and encourages them during activities to support their learning. For example, she engages in drawing with younger children, while showing them how to use writing tools, such as crayons. The childminder plans suitable experiences to extend children's learning. For example, she offers children challenging puzzles, while guiding them on how to complete them, to develop their problem-solving skills. The childminder plans age-appropriate activities for all children and adapts resources to meet their needs. For example, she offers younger children large chalks with which to draw, to help develop their fine-motor skills for early writing. The childminder works generally well with parents and other professionals, such as teachers, to help promote a continuous approach to meeting children's needs.

Personal development, behaviour and welfare are good

Children behave well. The childminder reminds them of her expectations. For example, she talks to them about their behaviour when needed, to help them understand what is acceptable. Children learn about healthy lifestyles, including the benefits of eating balanced, nutritious meals. Furthermore, children are active and enjoy outings, such as visits to the park, to promote their physical well-being. The childminder implements effective procedures to keep children safe. For example, she risk assesses her premises regularly to identify and remove any hazards. She teaches children how to keep themselves and others safe. For example, she talks to them about how to use equipment safely, while allowing them to take appropriate risks.

Outcomes for children are good

Children are gaining the necessary skills, in readiness for the next stage of their learning. For example, younger children enjoy exploring how things work and operate, such as electronic toys. Older children learn to manage their own personal needs during care routines, such as dressing themselves independently.

Setting details

Unique reference number	EY316354
Local authority	Waltham Forest
Inspection number	1048927
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	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	10 January 2014
Telephone number	

The childminder registered in 2005. She lives in Woodford Green, Essex. The childminder cares for children from 8am to 6pm, during weekdays. She operates her service throughout most of the year.

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