

Childminder Report

Inspection date

15 June 2016

Previous inspection date

11 April 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 obtains good levels of information from parents about children's development to enable her to identify what they already know when they start.
- Children form good relationships and secure attachments to the childminder and her assistant. The childminder sets consistent boundaries to promote positive behaviour and this helps children to feel safe and confident.
- Children's communication and language skills are taught well, particularly for those who are learning to speak English as an additional language.
- The childminder and her assistant are well qualified. They use their experience and skills well to provide activities that typically promote children's development well.
- The childminder ensures that all adults who come into contact with children are suitable to do so. She understands the importance of maintaining suitable staffing levels for the numbers of children attending.

It is not yet outstanding because:

- The childminder does not always use opportunities to develop children's learning further.
- The childminder does not always help children to think carefully when responding to questions to aid their understanding.

What the setting needs to do to improve further

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

- ensure children have enough opportunities to extend their learning to the highest levels
- help children respond to questions more effectively to help develop their ideas and thinking skills further.

Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to her assistant and children.
- The inspector looked at relevant documentation, such as self-evaluation, staff suitability and qualifications, children's progress records, policies and procedures.
- The inspector took account of the views of parents by reading testimonials and questionnaires collected and organised by the childminder.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely in partnership with parents to ensure continuity in their children's learning. She checks children's progress carefully to identify what they need to learn next. The childminder supervises her assistant well and offers constructive guidance. They discuss the effectiveness of the activities for children during daily briefings. Both undertake regular training to keep their skills and professional development up to date. Safeguarding is effective. The childminder and her assistant are fully aware of their responsibilities to protect the children in their care. The childminder reviews her safety risk assessments for outings and develops plans to adopt the safest route for the children. She evaluates her practice and takes account of the views of parents and children when making plans for improvements.

Quality of teaching, learning and assessment is good

The childminder observes the children's learning and plans most activities to meet their individual needs. She provides enjoyable activities that typically encourage children to learn. For example, children are eager to see their toy dinosaur hatch out of its egg. Their interest is enhanced by dinosaur-themed stories and creative-based activities. Children's physical development is promoted indoors and in the garden. For example, they dance to music, 'fish' for ducks in a water tray and chase bubbles. The childminder talks to them constantly and asks questions, although children are not always confident to respond.

Personal development, behaviour and welfare are good

Children learn good skills of independence. For example, they wash their hands, peel their own fruit and serve each other at the table. The childminder provides children with a healthy diet and teaches them the importance of exercise. Children find out about the world, such as through resources and books in the setting. They take trips into the local community where they socialise with other children and adults to learn about differences in society. They learn about festivals and events. For example, children made a birthday card for the Queen's birthday and baked a cake to celebrate the occasion. The childminder provides resources that usually stimulate children's imaginations. For example, she uses puppets to retell famous fairy tales. Children then enjoy putting shows on for each other.

Outcomes for children are good

Children make good progress in their learning. They are well prepared for starting school. Children develop their early writing and reading skills well. They find numbers on the garden path and copy them onto a chalking board. Young children are curious to explore, such as looking at the contents of a pretend treasure basket. Older children skilfully make models from dough. They draw shapes and learn about colours.

Setting details

Unique reference number	EY436837
Local authority	Waltham Forest
Inspection number	1049487
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	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	11 April 2014
Telephone number	

The childminder was registered in 2011. She lives in Leyton in the London Borough of Waltham Forest. The childminder operates her service from Monday to Friday, from 7am until 6pm all year round, apart from bank holidays and family holidays. She works with one assistant. Both the childminder and assistant hold qualified teacher status.

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