

# Childminder Report

<b>Inspection date</b>	22 June 2016
Previous inspection date	2 May 2013

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

- The childminder provides a warm, caring environment where children are happy and well settled. They form secure attachments with her and the assistants, supporting their emotional well-being.
- Children make good progress in their learning. The childminder provides a good variety of experiences that encourage children to engage with different activities.
- Children benefit from the positive partnerships the childminder forms with their parents. She shares daily information about what activities children have enjoyed and how she met their individual needs.
- The childminder supports children's good health and physical well-being effectively. For example, she provides a range of opportunities for children to play in the outdoor areas.
- The childminder continues to evaluate the strengths of her practice and identifies where she can make improvements. She is keen to develop this further and support good outcomes for children.

### It is not yet outstanding because:

- Younger children do not have enough opportunities to use and investigate simple technology.
- Children are not always able to make choices about their own play and learning, to build on their interests.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children to explore simple technology
- make better use of the organisation of resources and activities, to enable children to lead their own play and build on their interests.

### Inspection activities

- The inspector looked at areas of the home used for childminding.
- The inspector observed the childminder and assistants interacting with the children, and discussed the activities with her.
- The inspector looked at a sample of policies, and discussed children's assessment records and the childminder's self-evaluation process.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistants.
- The inspector took account of the views of parents expressed in writing.

### Inspector

Judith Harris

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children's welfare and she updates her, and her assistants', knowledge of child protection on a regular basis. She has worked hard to develop and improve since the last inspection. For example, she ensures that she has all appropriate certificates and obtains written parental permission for taking children on outings. She has improved her resources and planning, to support children to develop their understanding of diversity and early mathematical and writing skills. The childminder provides ongoing training for her assistants and supervises their development well. She takes advice from other professionals and carries out her own research, for example, to gain new ideas for activities and support children's learning.

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

The childminder monitors children's progress well. She identifies the next steps in their learning and any areas where they may need more focused support. She provides a range of activities and experiences that help children to develop well in all areas. She encourages children's understanding of the world. For example, children have taken part in pretend play where they were learning about the seaside and sea creatures. The childminder works with her assistants to help children to develop their communication and early literacy skills. For example, children benefit from story and singing sessions where they learn new words and begin to understand how text carries meaning.

### Personal development, behaviour and welfare are good

Children are happy with the childminder and show clearly how settled they feel in her care. The childminder uses good strategies for helping children to feel emotionally secure and to understand how to share and play well together. Children are confident to communicate their needs and the childminder and assistants quickly respond to these. The childminder meets children's routines effectively to support fully their individual well-being. Children benefit from daily outdoor play in the well-organised garden and on regular walks to local parks.

### Outcomes for children are good

Children develop good independence and self-care skills. For example, they know and engage well with the daily routines. Older children use the bathroom and wash their hands independently. Children gain the skills they need to prepare them for the next steps in their learning and their move on to school.

## Setting details

<b>Unique reference number</b>	EY391111
<b>Local authority</b>	Havering
<b>Inspection number</b>	1049205
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 May 2013
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the London Borough of Havering. She operates her service from Monday to Friday, all year round, with the exception of public and family holidays. The childminder works with two assistants.

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