

Childminder Report

Inspection date

23 June 2016

Previous inspection date

30 March 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 children with a variety of enjoyable learning experiences, which reflect their interests and provide appropriate challenge for them to meet their next steps in learning. Children make good progress in relation to their starting points.
- Children are happy, settled and behave extremely well. The childminder has a caring and nurturing approach. She knows the children well and is sensitive to their individual needs.
- The childminder effectively supports children's developing confidence and self-esteem. For example, she gives them lots of praise and encourages them to celebrate their own and their friends' achievements.
- The childminder has established good partnerships with parents and other settings children attend. This helps to provide consistency in children's care and learning.
- The childminder reflects on her practice to help identify areas for improvement. She seeks and values children's views and includes their interests when planning activities.

It is not yet outstanding because:

- At times, the childminder does not always extend children's thinking skills to help support their learning to the highest level.
- The childminder does not always seize opportunities to explain to children the importance of healthy eating, for example, during lunchtimes.

What the setting needs to do to improve further

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

- increase opportunities to develop children's thinking skills further
- strengthen children's understanding of the importance of a healthy lifestyle.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has in children's learning.
- The inspector spoke to the childminder at convenient times throughout the inspection.
- The inspector discussed the self-evaluation process with the childminder.
- The inspector viewed documentation, including policies, procedures, attendance records and the suitability of all members of the household.

Inspector

Nicola Chambers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends regular safeguarding training and keeps her knowledge up to date of how to keep children safe. The childminder has a clear understanding of the procedures to follow if she has any concerns about children's welfare. The childminder risk assesses her home regularly to identify and minimise any potential hazards. She continues to develop and improve her knowledge in various ways. For example, she does reading, research and talks with other childminders to share ideas for good practice. The childminder effectively monitors and tracks the progress of individual children. This helps her to identify where they are in their learning and to quickly address any gaps.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents about their children's interests and abilities when they first start. She uses this information and her own observations to plan purposeful activities to support their next steps in learning. The childminder provides a welcoming and well-resourced environment for children to explore and investigate. For example, children are keen to dress up and pretend to be different characters in their play. The childminder supports children well to develop their mathematical skills. For example, they count and learn about shapes, sizes and measurement during activities. The childminder helps children gain the skills they need for their future learning. For example, she supports them well to recognise letter sounds, and practise early writing.

Personal development, behaviour and welfare are good

Children settle well and develop strong bonds with the childminder and each other. The childminder is a positive role model for children. They behave well and learn to treat others with respect. For example, children share, take turns and help each other during activities. Children enjoy many opportunities for outdoor play and physical exercise, such as activities in the garden and visits to the local parks. The childminder provides children with good opportunities to develop their awareness of cultures and festivals that are different from their own.

Outcomes for children are good

Children make good progress and develop the skills they need for their next stage in learning. Children listen, concentrate and are eager to explore and learn. Children become confident communicators and express themselves well during pretend play. Children develop an understanding of growth and changes over time. For example, they show care and concern as they learn about the lifecycle of a caterpillar.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY258799 |
| Local authority | Havering |
| Inspection number | 1050717 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 8 |
| Total number of places | 5 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | 30 March 2011 |
| Telephone number | |

The childminder registered in 2003. She lives in Romford, Essex. The childminder operates her service from Monday to Friday for most of the year.

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