

Childminder Report

Inspection date

8 July 2016

Previous inspection date

17 December 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 has developed her assessment procedures.
- Children are secure, happy and confident, and they settle into the setting well. The childminder forms warm, positive bonds with children and promotes their emotional well-being effectively.
- The childminder supports children well while they play. She adapts her teaching to meet the needs of children at different stages in their development and extends their learning successfully.
- The childminder provides a good range of resources to promote children's learning. All children make good progress, particularly in their communication, physical, emotional and social development, in readiness for their future learning.

It is not yet outstanding because:

- The childminder misses opportunities to keep fully up to date with childcare issues, such as relevant changes to legislation.
- The childminder does not always gather enough information from parents about their children's early achievements, to gain a deeper understanding of their capabilities from the start.

What the setting needs to do to improve further

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

- continue to explore further ways to develop professional knowledge, in particular, to keep up with all changes in childcare and relevant legislation
- build on ways for parents to share more detailed information about their children's abilities when they first start, and use this to help plan fully for children's learning from the outset.

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 attendance records 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 recognise and report any signs that may indicate a child being at risk. The childminder reflects on her practice well. She accurately recognises the setting's strengths and areas to improve upon. She seeks the views of parents and acts on the advice of other professionals to improve her teaching skills and outcomes for children. For example, following the last inspection, she has developed the way she communicates with other professionals to enhance partnerships.

Quality of teaching, learning and assessment is good

Children confidently choose the activities they want to play with in a welcoming, stimulating environment. The childminder teaches them well. For example, she shows younger children how to use resources independently to promote their involvement in activities. She provides opportunities for children to develop their mathematical skills. For example, she engages children in shape-sorting activities, while talking to them about the different shapes and promoting their problem-solving skills. The childminder assesses children regularly, and uses this information to monitor their progress and plan for their emerging needs. For example, she involves them in planning activities and follows their interests, to help promote their enjoyment to learn. The childminder works generally well with parents to help promote a continuous approach to meeting children's needs. For example, she updates them regularly about the activities their children engage in, including how they are progressing.

Personal development, behaviour and welfare are good

Children behave well. The childminder shares her expectations with them, while teaching them how to behave positively towards others. Children learn about healthy lifestyles, including the benefits of eating balanced, nutritious meals. Furthermore, children are active and enjoy outings, such as going to their local park, to develop their physical well-being. The childminder implements effective safety procedures, including regular risk assessments, to promote children's welfare. She teaches children how to keep themselves and others safe. For example, she supports toddlers to crawl independently down steps, while allowing them to take appropriate risks.

Outcomes for children are good

Children make good progress from their starting points. They develop good physical skills. For example, toddlers learn to walk steadily and older children use tools, such as pencils, with good control. Children learn to do things for themselves, showing good independence skills. For example, they attend to their own physical care needs and take off their shoes when they come in after playing outside.

Setting details

Unique reference number	118811
Local authority	Havering
Inspection number	1048623
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	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	17 December 2014
Telephone number	

The childminder registered in 1994. She lives in Rainham, within the London Borough of Havering. The childminder cares for children for part of the day, during weekdays only. She operates her service throughout most of the year.

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