

# Childminder Report

**Inspection date**

21 July 2016

Previous inspection date

7 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 supports the health and safety of the children effectively.
- The childminder plans the day well. For example, she allows children time to relax, engage in active play as well to pursue their own games.
- Children benefit immensely from taking part in purposeful activities that appeal to their interests. All children make good progress in their learning and development.
- Children's creative skills are developing well, which the childminder encourages through a wide range of activities. For example, children become deeply involved in collage and painting explorations.
- The childminder encourages parents to play an active role in their children's care and learning from the start, to encourage continuity.

### It is not yet outstanding because:

- The childminder misses opportunities to broaden children's awareness of living things, particularly their discovery of growth and changes within the environment.
- Children have fewer opportunities to recognise and celebrate differences, and to learn about other people in the wider world.

## 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 support children to investigate and explore the natural environment
- develop further children's awareness of similarities and differences between themselves and others, to enhance their understanding of diversity.

### Inspection activities

- The inspector held discussions with the childminder about her role and responsibilities, including how she involves parents in their children's learning and care.
- The inspector observed the childminder's interaction with the children and held discussions in relation to observations of the children's play, learning and progress.
- The inspector sampled a range of relevant documentation, including suitability checks for household members, the childminder's qualifications and children's records.

### Inspector

Jennifer Liverpool

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has robust procedures to support children's safety indoors and outdoors. She has a secure understanding of child protection issues and the procedures to follow if she has concerns about the welfare of a child. The childminder maintains all required documentation and knows to notify Ofsted of changes or significant events, to support the safe management of the children. The childminder has addressed the recommendations from the last inspection to strengthen children's language development and their independence skills. The childminder seeks training opportunities to update her knowledge of childcare and to support children's well-being. She undertakes self-evaluation of her practice and liaises with parents, to help her make decisions on how to improve further the care she provides for children.

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

The childminder regularly monitors children's progress, and uses her assessments and knowledge of children's interests to plan for their learning. Young children begin to make choices about their play; for example, they have easy and safe access to resources appropriate for their age. The childminder encourages children to develop their communication and language skills. For example, she models language, reads short stories and gets involved alongside children's play, to support and extend children's vocabulary. Children's early mathematical understanding is developing well. For example, they enjoy exploring different size puzzles, recognise shapes and begin to use mathematical language in their play.

### Personal development, behaviour and welfare are good

The childminder tailors to children's individual care needs. For example, she works with parents to arrange flexible settling-in processes and to reflect children's routine care from home when they first start. Children have secure attachments with the childminder and are happy in her care. They begin to make friends with others and develop good social skills; for example, they enjoy visiting local groups. Children behave well and benefit from consistent praise and encouragement. Children develop healthy eating habits; for example, they benefit from eating nutritious snacks. They play in a clean environment where they learn to follow good hygiene practices. Children enjoy daily exercises that help them to practise and develop their physical skills.

### Outcomes for children are good

Young children's independence skills are growing; for example, they learn to use eating implements at meal times. Children develop an interest in early literacy; for instance, they enjoy exploring books and listening to stories. All children make good progress and are well prepared for the next stage in their development.

## Setting details

<b>Unique reference number</b>	EY341693
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1054694
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 April 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Highams Park, in the London Borough of Waltham Forest. The childminder offers care all day on Monday to Friday and operates her service all year round.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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