

Childminder Report

Inspection date

25 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children show that they are happy, settled and confident. The childminder and her assistant are welcoming and children develop strong attachments with them, and a sense of ease and belonging in their surroundings.
- The childminder has a good understanding of children's individual needs and abilities. She undertakes observations and assessments of what children can do, and uses this information to monitor children's progress and extend their learning. All children make good progress given what they know when they start.
- The childminder has developed strong relationships with parents. She maintains a regular flow of two-way communication to enable parents to support and contribute to children's progress and next steps in learning.
- The childminder uses processes for self-evaluation well to achieve good outcomes for children. She values parents' views which help her to improve the provision and parents positively praise the care and service she provides.
- Children have access to ample resources and equipment that support, stimulate and challenge their experiences.

It is not yet outstanding because:

- The childminder does not consistently build links with other early years providers to strengthen children's learning and help them to make higher rates of progress.

What the setting needs to do to improve further

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

- explore ways to build further links with other early years settings that children attend to better support children's play and interests.

Inspection activities

- The inspector observed the childminder's interactions with the children while they played and took part in daily routines.
- The inspector spoke to the childminder at different intervals during the inspection.
- The inspector observed the resources and activities on offer.
- The inspector held discussions with the childminder about her self-evaluation processes, safeguarding procedures and partnerships.
- The inspector reviewed relevant documents, including the setting's policies and procedures.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder shows a good understanding of how to follow up any child protection concerns to support children's welfare. She considers children's safety well. For example, she undertakes robust risk assessments and children learn how to keep themselves safe while on outings. The childminder maintains relevant records, to support children's well-being and her partnership working with parents. The childminder keeps her ongoing professional development current and up to date. For instance, she improves her knowledge and supports her assistant well, to develop their skills and children's experiences. She effectively supports children's transitions to school. For example, children enjoy making personal books to share with school staff.

Quality of teaching, learning and assessment is good

The childminder and her assistant plan a range of activities that excite and enthuse the children. She provides good opportunities to support children's creativity. For example, children enjoy making creations while playing with modelling dough and making musical instruments from recycled materials for festivals. The childminder skilfully uses opportunities for children to gain a strong understanding of the similarities and differences between people. For instance, children learn to show empathy and respect for the elderly and they take part in celebrating a range of cultural events. Children develop good imaginative skills. For example, they take pleasure making a tent with their friends using sheets and football goal posts.

Personal development, behaviour and welfare are good

Children are well behaved and polite. The childminder is a good role model and she helps children develop good manners during their everyday experiences. She encourages children to pursue their own interests and to share their ideas, to support their learning and independence. For example, children enjoy working cooperatively with increasing skills to complete activities with their friends. The childminder uses a broad range of teaching strategies to help children develop a good understanding of a healthy lifestyle. For instance, they show a keen interest of feeling their hearts beat faster after taking part in physical exercise and enjoy using a good range of outdoor resources.

Outcomes for children are good

Children develop the necessary skills that help to prepare them for school. They confidently use their communication skills to express their thoughts and make decisions about what they would like to do next. Children's early mathematical skills are developing well. For example, they use number language well in a variety of situations to develop their understanding of weight, measurement and size. For instance, children describe their friends and others as big and little, and their toys as giant.

Setting details

Unique reference number	EY475025
Local authority	Havering
Inspection number	984330
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	4 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Hornchurch, in the London Borough of Havering. The childminder holds a childcare qualification at level 3 and works with an assistant. The childminder cares for children on weekdays throughout the year.

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