

Childminder Report

Inspection date

20 September 2016

Previous inspection date

29 June 2015

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

- Children develop good attachments with the childminder, and they are cared for in a child-centred environment, enabling them to develop a strong sense of belonging.
- The childminder monitors children's learning well. She undertakes observations and assessments, and finds out about children's interests from home, to extend their learning. All children make good progress given what they know when they start.
- The childminder develop strong relationships with parents. She encourages parents to contribute to children's ongoing assessments and next steps in learning, to strengthen continuity of care and progress.
- The childminder plans a varied range of learning opportunities throughout the environment to support children's experiences and play.
- Children are cared for in a safe and secure environment. The childminder carries out thorough risk assessments to keep children safe, while taking into account children's abilities, age and stage of development.

It is not yet outstanding because:

- The childminder misses opportunities to help strengthen children's vocabulary, particularly so they learn how to use and say words clearly.
- The childminder does not provide enough opportunities to help children learn about diversity, including similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- develop further opportunities for children to use and understand words, to extend their growing vocabulary
- provide more opportunities to help children learn about similarities and differences, such as between themselves, other people, cultures and beliefs.

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 and the educational programme.
- 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 knows what to do should she have a safeguarding concern to support children's welfare. She uses self-evaluation processes well to support good outcomes for children. For example, she has strengthened the processes for maintaining required documentation, such as attendance registers. The childminder ensures her professional development is current, and she obtains the latest information to support her childminding setting. For example, she seeks support from other childminders and uses relevant childcare resources. The childminder works closely with other early years providers to extend children's play opportunities and learning.

Quality of teaching, learning and assessment is good

The childminder uses effective teaching strategies to support young children's listening and thinking skills. For example, she uses suitable questions that are age and developmentally appropriate, and gives children basic instructions to follow. She helps to support young children's interest in exploring different materials and captures their engagement well, for example, by ensuring story times are interactive. For instance, children like sitting on the sofa and looking at books before their rest time, including pointing at illustrations. The childminder is knowledgeable about children's individual interests, and plans activities to challenge their learning effectively. For example, children enjoy baking dinosaur cookies, where they learn about quantities while using measuring tools.

Personal development, behaviour and welfare are good

Children behave well. The childminder skilfully uses a varied range of activities to help support children's social, turn-taking and sharing skills. For example, they take part in a dinosaur tea party, engage in games with their friends and visit community groups. Children learn the importance of adopting a healthy lifestyle, such as in practical ways. For instance, the childminder works closely with parents in relation to providing their children with healthy foods to offer at mealtimes.

Outcomes for children are good

Children make good progress and develop the necessary skills that help prepare them well for school. Young children show good levels of independence to support their own play and interests. Children have opportunities to practise a range of physical movements, for example, when visiting local parks, farms and play trails. Children gain a good understanding about the natural environment. For example, they enjoy taking part in growing activities and observing their shadows while they play.

Setting details

Unique reference number	EY445902
Local authority	Havering
Inspection number	1054641
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	29 June 2015
Telephone number	

The childminder registered in 2012. She lives in Romford, in the London Borough of Havering. The childminder provides care throughout the year.

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