

# Childminder Report

<b>Inspection date</b>	13 October 2016
Previous inspection date	17 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a secure knowledge of how children learn through play. She uses her skills in observation and assessment to plan a broad range of activities to support children's interests and their individual next steps in learning.
- Children spend their time in well-planned and well-delivered activities, which are of purpose for each child's individual development. There is a strong emphasis on a balance of planned and free-play activities.
- Children are very happy and enjoy their time at this welcoming setting where they are motivated and very keen to join in. This helps them make significant progress in their learning.
- Children feel safe and comfortable with the childminder, who establishes very warm, affectionate bonds with them. This results in children feeling settled and secure while in her care.
- There are highly successful systems in place to evaluate and monitor all aspects of the provision and inform continuous improvement.

### It is not yet outstanding because:

- At times, the childminder and her staff do not consider ways to further engage children's interest and sharpen their skills during daily routines, such as mealtimes.
- The childminder does not gain as much relevant information from parents as possible when children first start at the setting, to inform her plans for teaching and learning.

## What the setting needs to do to improve further

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

- give parents every opportunity to share information about their children's learning from home when children start
- review the organisation of daily routines, so children receive further support and benefit from more quality interaction, to meet their individual learning needs.

### Inspection activities

- The inspector held discussions with the childminder to explore her understanding of the requirements, including how she supports her assistants to develop their skills.
- The inspector and the childminder jointly observed children as they engaged in play with assistants, and observed the quality of teaching.
- The inspector spoke to the childminder, her assistants and the children when appropriate, and observed children with the childminder at significant times.
- The inspector discussed the methods the childminder uses to develop her knowledge and practice.
- The inspector viewed all areas of the home used for childminding, including resources, children's records, policies and procedures, and the electronic system used for sharing information with parents.

### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures she and her assistants have a thorough awareness of how to safeguard children. Parents are aware of the childminder's role and responsibilities, and she makes parents aware of her policies and procedures. The childminder gives priority to working in partnership with parents; this includes the exchange of relevant information to enhance their children's learning and development, and for them to provide feedback as part of the childminder's systems of self-evaluation. Improvements made since the last inspection have enhanced opportunities for children to develop a positive awareness of diversity and of personal hygiene. Self-evaluation helps the childminder and her assistants to make ongoing improvements. For example, they have implemented a new system of sharing children's developmental records with parents, developed stronger communication links with other early years providers, and continue to address training for the childminder and her assistants.

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

The childminder and her assistants are actively involved in children's play. The childminder provides a good variety of resources and activities to support all areas of learning and development. Children have opportunities to play in small groups or independently. Children play enthusiastically and for long periods, such as imaginatively or with play dough. Children are able to follow their own interests and confidently make decisions about their play. The childminder and her assistants help to support mathematical understanding, as they introduce counting and comparing. In addition to activities offered in the setting, children benefit from planned experiences in the wider community. For example, children attend story and rhyme sessions at the library, visit the local farm, and use the local park facilities.

### Personal development, behaviour and welfare are good

Children thrive in the strong relationships they form with the childminder and her assistants. Children are secure to seek out cuddles, which are warmly given by the adults caring for them. Children are praised for their efforts and good behaviour. The children rest according to their individual needs, receive a healthy balanced diet, and have daily outdoor activities. This supports their well-being and physical development. The childminder conducts regular risk assessments to ensure risks to children are minimised in all areas of the premises, and during outings.

### Outcomes for children are good

All children are well prepared for school and make good progress. They are confident to make friends, show good levels of concentration at activities, and have an interest in early reading and mathematics.

## Setting details

<b>Unique reference number</b>	EY456897
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1063215
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 October 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Leyton, in the London Borough of Waltham Forest. The childminder offers care from Monday to Friday, throughout most of the year. The childminder works with assistants.

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