

Childminder Report

Inspection date	17 October 2016
Previous inspection date	8 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a caring and nurturing environment. She is attentive towards children's individual needs, enabling them to feel a strong sense of comfort and reassurance.
- Children positively gain a strong understanding of diversity, including similarities and differences, enabling them to learn about themselves and others.
- The childminder has a good understanding of child development, and she plans play opportunities to support children's abilities and challenge their learning. All children make good progress given their starting points.
- Partnerships with parents are good. There are effective procedures in place to share information regularly to ensure continuity in children's care and learning. The childminder values parents' input and welcomes their feedback to develop her service.
- Children enjoy choosing from a wide range of toys. The childminder uses her resources well to engage children in continued play experiences to support their learning.

It is not yet outstanding because:

- On occasion, the childminder misses opportunities to model the use of some words correctly, particularly to extend younger children's growing vocabulary further.
- At times, the childminder does not extend further children's awareness of why it is important to adopt social skills and safe practices, for example, at mealtimes.

What the setting needs to do to improve further

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

- develop more opportunities for children to use and understands words, to extend their growing vocabulary
- make better use of everyday opportunities to extend further children's social skills and to support their understanding of personal safety.

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 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 maintains an up-to-date knowledge of safeguarding, for example she attends relevant courses. She has a good understanding of child protection procedures to ensure children's welfare. The childminder ensures her setting is safe, secure and free from hazards, enabling young children to crawl and develop their walking skills safely. The childminder evaluates the quality of teaching and her professional development well. For example, she continually reviews the educational programme and children's experiences, to support good outcomes. The childminder seeks to enhance her professional development. For instance, she accesses relevant training and has successfully completed a childcare course.

Quality of teaching, learning and assessment is good

The childminder undertakes accurate observation and assessments to help gain an understanding of what children can do and support their ongoing future learning. She is skilled at enabling children to explore their environment with ease and confidence. For example, young children take pleasure in picking flowers, while others observe the varying colours in bloom. Children develop good communication and language skills. The childminder is always on hand to respond to children's questions and she encourages them to share their thoughts during play. She provides good opportunities for children to make early marks throughout the learning environment to support their literacy skills. For example, while using chalk boards outdoors.

Personal development, behaviour and welfare are good

Children behave well. Overall, the childminder is a good role model, effectively prompting children to be kind, share and to take turns. She continually supports children's good health and develops their well-being. For example, the childminder offers a broad range of healthy and nutritious meals, including snacks. Children show that they are independent learners and the childminder supports their confidence in practical ways. For example, encouraging children to set the table for mealtimes.

Outcomes for children are good

Children develop the necessary skills to prepare them well for their move to school. They are active learners and take part in a varied range of purposeful physical activities and outings to support their interests. For example, children thoroughly enjoy visiting the local railway station and the farm, and taking part in obstacle activities. Children show a keen interest in books. Older children use number words in correct ways to express their experiences. For instance, they use their fingers and verbal communication to illustrate how many trains they observed on outings.

Setting details

Unique reference number	EY444982
Local authority	Havering
Inspection number	1059264
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	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	8 November 2012
Telephone number	

The childminder registered in April 2012. She lives in Rainham, in the London Borough of Havering. The childminder holds a childcare qualification at level 3. She works Monday to Friday from 7am to 6pm and operates her service all year round.

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