

# Childminder Report

<b>Inspection date</b>	14 October 2016
Previous inspection date	1 February 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		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The childminder and her assistants provide a varied range of stimulating and challenging activities for children. They form excellent friendships with each other and enjoy playing together.
- The childminder highly values the views of children to help her decide on the range of activities to provide and the aspects of the environment to improve. She gathers children's ideas in a range of ways and encourages them to respect the views and comments of others. Children confidently join in with activities and feel very secure with the childminder and her assistant.
- Partnerships with parents are strong. Parents comment positively about the extremely welcoming environment. The childminder actively encourages them to provide ideas and suggestions on ways to improve her setting.
- The childminder works closely with staff at the school the children attend. For example, she gathers information about what children are learning at school and complements this learning when the children are with her.
- The childminder provides a very safe and secure environment for children. For instance, she teaches children about their own personal safety when using the internet.

### It is not yet outstanding because:

- Sometimes, children do not have enough time to fully think problems through and make decisions as to how to solve them.

## What the setting needs to do to improve further

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

- make the most of all opportunities to enable children time to fully think problems through and solve them independently.

### Inspection activities

- The inspector carried out a joint observation with the childminder and held discussions regarding the activity and children's enjoyment.
- The inspector observed as children took part in a range of activities and routines.
- The inspector reviewed documentation including the childminder's and assistants' qualification and suitability evidence.
- The inspector spoke with children, parents, the childminder and her assistant at appropriate times during the inspection.

### Inspector

Lesley Hodges

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her assistants are a good team. The childminder has introduced systems to help the assistants reflect on and develop their practice such as by identifying training opportunities. Safeguarding is effective. The childminder and her assistants have a secure knowledge of their role in safeguarding children. For example, they know how to recognise when children are at risk of harm. The childminder successfully uses a range of methods to review her provision. For example, she works in partnership with external advisors to identify and address areas for improvement. The childminder informs parents about events and planned activities, for example, by providing newsletters.

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

Children enjoy a wide range of activities. They use their imagination and design skills to make jewellery from resources such as beads. Children increase their awareness of nature in different ways. For example, they go on nature walks where they gather, identify and name different items. Children use their reading and observation skills to refer to lists with words and pictures as they collect items. Children have good opportunities to draw and write. For example, they enjoy drawing around each other on large pieces of paper and writing their names on their pictures. The childminder helps children to build on their learning at school. For example, she listens to children as they read their books from school and provides a varied range of books for them to choose from to extend their enjoyment and skills further.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistants provide an extremely supportive environment for children. Their very gentle and encouraging approach to all activities and routines helps children to feel fully valued and secure. Children's behaviour is excellent. The childminder and assistant help children manage their own behaviour and make extremely close relationships with others. For example, children deal with any minor disagreements themselves by recognising how to negotiate and resolve their differences. Children take a very active part in making decisions about the environment. For example, they have named the setting and work together to create a variety of displays. Children have many opportunities to be physically active in the fresh air, such as in the garden and the local parks, to help support their good health. They enjoy a varied range of familiar nutritious snacks and the childminder encourages children to taste different healthy foods.

## Setting details

<b>Unique reference number</b>	EY449710
<b>Local authority</b>	Havering
<b>Inspection number</b>	1062766
<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>	4 - 8
<b>Total number of places</b>	14
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 February 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Upminster, in the London Borough of Havering. The childminder works with assistants for various sessions. The childminder provides term-time, before-school and after-school care only. She holds a relevant childcare qualification at level 3.

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