

# Childminder Report

<b>Inspection date</b>	21 October 2016
Previous inspection date	11 July 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 ensures that all children enjoy their learning. She knows children well and makes every effort to build their individual needs and interests into the activities she plans. Children settle quickly, have fun and make good progress.
- Parents are pleased with the service the childminder provides. Parents have nothing but good things to say about the childminder's care, teaching and support.
- Children behave well. The childminder has established clear routines and children respond to these positively. All children get on well with each other and learn to value themselves, their friends and their environment. Relationships are positive.
- The childminder's leadership is good. She is reflective and evaluates her setting effectively. She has a clear understanding of the setting's strengths and weaknesses.
- The childminder is keen to improve the quality of teaching further. She makes good use of training and meetings with other childminders to improve outcomes for all children.

### It is not yet outstanding because:

- Although the childminder gains good information on children's interests and care routines to help them settle, she does not seek information from parents on children's development prior to them attending, to help plan highly effectively from the start.
- The childminder does not give children sufficient time to think and respond to her questions, before asking further questions or giving them additional instructions.

## What the setting needs to do to improve further

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

- improve the way in which information is gathered from parents on children's development when they first start, to plan even more effectively from the beginning
- provide children with sufficient time to think and respond to questions to enhance their language and communication skills further.

### Inspection activities

- The inspector asked the childminder questions throughout the inspection to check her understanding of how children learn and develop.
- The inspector held discussions with the childminder and discussed how she uses self-evaluation and how she has addressed the recommendations from the previous inspection.
- The inspector read the written feedback from parents and spoke to a parent on the day of the inspection.
- The inspector observed the interaction between the childminder and children, and held a joint observation with the childminder.
- The inspector looked at a range of documents, including information relating to safeguarding, children's development and a selection of policies and procedures.

### Inspector

Gary Rawlings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of all child protection procedures up to date. She has a good understanding of the steps to follow if she has concerns about a child's welfare, including referrals to the local authority. She is aware of her duty in preventing children from the risks of extremist views. She ensures that her home is safe for children to use. The childminder has improved the quality of her observations of children's learning since the previous inspection. She now has a better understanding of how to check children are on track and identify any gaps in their learning. She provides parents with information about their children's learning and development so that parents can extend children's learning at home.

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

Children confidently make choices about what they want to play with. The childminder follows children's interests and knows when to join in and extend their learning further. Children have fun making tea in the pretend kitchen and eagerly dress up as firefighters to extinguish the pretend fire. The childminder supports children's mathematical skills well, for example, as they count the coloured pieces of the game. Children make a range of meals in the toy kitchen and use the dried pasta excitedly. The childminder encourages children to be imaginative, for instance, as they make calls to their families using the toy telephone and as they add different ingredients to the meal orders at the play kitchen.

### Personal development, behaviour and welfare are good

Children experience a range of interesting activities, including special celebrations, to help them learn about the different religions and cultures in their world. The childminder supports children's emotional well-being effectively. Children respond with delight to her praise and encouragement. They clap with excitement, for example, when they successfully cut animal shapes in the dough. Children enjoy visits to playgroups and parks which help them to develop strong physical skills. The childminder encourages children's social skills well, for example, as they meet new friends at playgroups. Care routines for babies are well established. All children are comfortable and relaxed in the childminder's care. They regularly come to her for a cuddle and enjoy knowing she is close by to reassure them and encourage them to have a try for themselves.

### Outcomes for children are good

Children make good progress in their learning. They use their senses to explore a range of materials and develop good creative skills. Children develop well in their personal and emotional development. They play together happily and demonstrate secure independence skills and high self-esteem. Children develop good early reading skills. They are confident learners and well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY428764
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1062484
<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>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 July 2013
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Leyton, in the London Borough of Waltham Forest. The childminder receives funding to provide free early education for children aged two, three and four years. She operates her service on weekdays, throughout the year.

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Piccadilly Gate  
Store St  
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