

Childminder Report

Inspection date

21 October 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 make good progress. The childminder monitors their progress well to help her identify any gaps in their development and take prompt action to close them.
- Children are secure, independent and confident. The childminder has developed good relationships with them and knows them well.
- The childminder works effectively with parents to help meet the needs of children. For example, parents are well informed about their children's progress and they are encouraged to share what their children have achieved at home.
- The childminder updates her professional knowledge regularly to better support children. For example, she has gained more understanding of how to plan effectively for all areas of children's learning.

It is not yet outstanding because:

- The childminder misses some opportunities to help children develop positive attitudes towards others who have similarities and differences.
- On occasions, the childminder does not consistently encourage children to be creative and explore and extend their ideas.

What the setting needs to do to improve further

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

- develop further ways to help children learn about differences and similarities between themselves and others and to find out about different communities and traditions
- provide more opportunities for children to be creative with their ideas and thoughts.

Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and the parents at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector looked at parts of the house used for childminding purposes.
- The inspector observed children's play with the childminder and discussed children's learning and progress.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder frequently updates her knowledge of safeguarding procedures to protect children. She knows how to recognise and report any signs that indicate a child may be at risk of harm. The childminder carries out detailed risk assessments. For example, she minimises any potential risks to children to help keep them safe. The childminder uses self-evaluation processes well to help her improve her practice. For example, she has extended the space in her home so that children have a larger learning environment. Children can now access the garden easily and the childminder has purchased outdoor resources to help build on their physical skills.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and helps them to become successful learners. She helps to develop children's literacy skills well. For example, children confidently make marks on paper and draw circles. They are able to recognise different colours and shapes. The childminder supports children's physical skills effectively. For example, children climb, run and ride wheeled toys successfully. The childminder helps children work out how things fix together to be able to play with them. For example, they build large looped train sets independently.

Personal development, behaviour and welfare are good

Children behave well. The childminder discusses expectations with them to help them learn the importance of sharing, taking turns and understanding the feelings of others. The childminder teaches children about healthy lifestyles. For example, children enjoy eating healthy snacks, such as fruit. The childminder reminds children how to keep themselves safe. For example, she explains all aspects of road safety and how to play with resources safely. Children listen and follow instructions well, for example, when told to help tidy away resources and put on their coats and shoes for outdoor play.

Outcomes for children are good

Children gain the skills they need in preparation for their next stage of learning. For example, they attend to their personal needs, communicate well and share their thoughts and ideas. Children confidently act out familiar scenes. For example, they pretend to cook in the role play area. Children show interest in their play and learning and are excited to attend. They learn to count and use mathematical language.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY480186 |
| Local authority | Waltham Forest |
| Inspection number | 988755 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2014. She lives in Chingford, in the London Borough of Waltham Forest. The childminder operates full time all year round.

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