

# Childminder Report

<b>Inspection date</b>	15 December 2016
Previous inspection date	21 September 2012

<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

- Children are settled and happy. They develop strong attachments with the childminder and her family, enabling them to feel valued and have a strong sense of belonging.
- The childminder establishes good partnerships working with parents. She has implemented good procedures to ensure there is an effective exchange of two-way information to support children's learning and continuity of care.
- The childminder has a good understanding of child development. She undertakes effective observations and assessments and uses the information gathered to support children's future learning. All children make good progress given their starting points.
- Children have good opportunities to develop their social skills and interactions with their friends and others. They benefit from taking part in community groups and play opportunities with other childminders and their children.
- The childminder uses processes for self-evaluation well to support her professional development, including the care and service she provides.

### It is not yet outstanding because:

- On occasions, the childminder misses opportunities to teach children about the benefits of following some simple hygiene routines.
- The childminder has not established effective links with school staff to help her extend children's interests and understanding.

## What the setting needs to do to improve further

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

- develop children's understanding of some simple hygiene routines more effectively
- review ways to develop links with school staff more effectively, to help complement children's interests and learning experiences.

### Inspection activities

- The inspector observed the interactions between the childminder and children during play activities.
- The inspector held discussions with the childminder at different intervals during the inspection.
- The inspector observed and discussed the teaching of the educational programmes for children.
- The inspector held discussions with the childminder about her self-evaluation processes.
- The inspector sampled relevant documentation, including the childminder's policies and procedures, and observation and assessment records.

### Inspector

S Campbell

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. The childminder has maintained an up-to-date knowledge and understanding of safeguarding issues and procedures to ensure children's welfare. She monitors documentation on a regular basis, including assessing her setting's effectiveness to support children's well-being. For example, she reflects upon her procedures well, and undertakes rigorous risk assessments. The childminder undertakes professional development opportunities. For example, she attends courses and undertakes personal research to support children's creative and imaginative skills further.

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

The childminder knows children well. She uses information gained from parents, alongside processes to track children's progress, to plan a varied range of experiences that engage children's learning and interest. For instance, children enjoy playing with cars and learning about different modes of transport. The childminder helps young children gain an understanding of basic mathematical concepts, such as when playing with shape puzzles and threading-based toys. The childminder offers good opportunities for children to imitate real-life scenarios and learn about the community in which they live. For example, she creates a theme about vets and their role, and supports children's understanding of caring for animals. Children take part in worthwhile activities to develop their early mark making skills. For example, they make handprints and enjoy drawing activities.

### **Personal development, behaviour and welfare are good**

Children are well behaved. The childminder praises children for sharing their toys, and when following instructions correctly. Children develop a strong sense of achievement. Children's independent skills are supported well through daily routines. For example, children are encouraged to feed themselves and make choices about their play. Children develop a good understanding of the benefits of regular exercise. For example, they benefit from taking part in outdoor pursuits and have nutritious snacks. Children are cared for in a safe environment and secure setting. For instance, they are gently reminded how to play with threading laces to minimise potential hazards. Children are consistently monitored while they sleep.

### **Outcomes for children are good**

Children learn valuable skills to prepare them for future learning and their move to school. Young children's emerging communication and language skills develop in meaningful ways. Children like exercising and can control their movements well. They have a positive interest in books. For example, they go on regular visits to the local library to widen their choice of books to read and enjoy.

## Setting details

<b>Unique reference number</b>	EY443227
<b>Local authority</b>	Havering
<b>Inspection number</b>	1059179
<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 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 September 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Romford, in the London Borough of Havering. She provides care during weekdays and operates all year round, including before and after school. The childminder holds a childcare qualification at level 3.

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