

Childminder Report

Inspection date

13 January 2017

Previous inspection date

10 May 2013

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 monitors children's progress well. She knows how to identify any gaps in children's development and put steps in place to help them catch up.
- The childminder's teaching is consistently strong. She carries out regular observations and assessments on children's progress and uses this information to accurately plan for their future steps in development. Children make good progress from their starting points.
- The childminder establishes good relationships with parents to support children effectively. For example, she regularly shares information with parents about their children's learning and development needs.
- The childminder actively seeks the views of parents and other professionals to inform her self-evaluation and help improve her service. For example, parents often complete questionnaires and she is a member of a childminding network scheme.
- The childminder encourages children to be independent and confident. For example, younger children explore the environment and reach out and hold toys by themselves.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to develop children's understanding of early mathematics.
- At times, the childminder does not make the most of opportunities for younger children to explore and experiment with a wide range of creative materials.

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 opportunities for younger children to develop their understanding of simple mathematics
- build further on younger children's interest in exploring and experimenting with a wide range of creative materials.

Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder 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 knows how to identify any concerns about a child's welfare and follow safeguarding procedures to help protect children from harm. The childminder carries out detailed risk assessments to help reduce any risks to children and keep them safe. The childminder consistently seizes professional development opportunities to improve her teaching. For example, she has increased her understanding of managing children's behaviour and uses her improved knowledge to better support children's speech and language development.

Quality of teaching, learning and assessment is good

The childminder is skilled in helping younger children to communicate how they are feeling and what they want through their facial expressions and body language. For example, she talks to them in a way that encourages them to respond to her voice when she says their name. She supports children to develop early literacy skills successfully. For example, they use their fingers to make marks with crushed cereal. The childminder encourages children's physical skills effectively. For example, young children roll over from back to front and pull themselves to standing, holding onto furniture for support. The childminder extends children's personal, social and emotional development well. For example, they share their feelings of excitement and pleasure with her, and cooperate with caregiving experiences such as feeding and nappy changing routines.

Personal development, behaviour and welfare are good

The childminder is responsive to children's needs. For example, she offers plenty of affection and cuddles and attends to children's emotional and physical needs well. The childminder encourages children to taste different foods to help their early understanding of healthy lifestyles. For example, they enjoy tasting different cereals and fruits and they are active as they crawl around the room. The childminder offers children plenty of praise and encouragement for their achievements; for example, when they respond to her instructions, such as handing her a toy. She helps children to manage their emotions well. For example, she calms them when they are upset and she talks to them in a soothing voice and holds them securely.

Outcomes for children are good

Children are eager and motivated to learn. They acquire the skills to help them achieve their next steps in development. For example, they have a strong impulse to explore and are able to concentrate for short periods of time during play. They enjoy interactions with others, such as smiling, babbling, looking and moving. They explore objects, often picking up an object and holding it to their mouth.

Setting details

Unique reference number	EY344767
Local authority	Newham
Inspection number	1062035
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	4
Number of children on roll	1
Name of registered person	
Date of previous inspection	10 May 2013
Telephone number	

The childminder registered in 2007. She lives in Stratford in the London Borough of Newham. The childminder is available to work from 7.30am to 6pm on Monday to Friday. She operates her service all year round.

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