

Childminder Report



Inspection date	14 June 2017
Previous inspection date	12 January 2015

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

- Overall, the childminder manages her setting well. She has a secure knowledge of the requirements and her responsibilities, and she implements her skills well to promote good outcomes for children.
- The childminder has a clear understanding of children's individual needs and she supports and assesses their progress well to move them on in their learning.
- Children progress well and acquire skills to support their future learning. They show a keen interest in the activities and resources available and they engage in purposeful play experiences overall.
- The childminder supports children's communication and language skills well. She listens to and effectively questions children to encourage their thoughts and ideas, and she fully engages children during story times.
- Children demonstrate that they are happy and well settled with the childminder, with whom they have formed close and caring relationships.

It is not yet outstanding because:

- The childminder does not make the most of outdoor opportunities, particularly for those children who enjoy learning outdoors.
- The childminder does not encourage parents to play a more active role in their children's learning, to further improve information sharing and children's progress.

What the setting needs to do to improve further

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

- make better use of the outdoor environment, particularly to support the learning of those children who enjoy being outdoors
- encourage parents to play a more active role in their children's learning, including at home, and use this to extend the planning to support children's learning further.

Inspection activities

- The inspector observed the interactions between children and the childminder as they engaged in activities inside and outdoors.
- The inspector engaged in discussions with the childminder at appropriate times during the inspection and invited her to help evaluate an activity.
- The inspector looked at some of the childminder's documentation, including children's records and suitability information for household members.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of safeguarding practices and she has policies in place that she uses to support her practice. For example, she is aware of potential signs and symptoms that may cause her to have concerns about a child. She knows the procedures for reporting such concerns. The childminder keeps her knowledge of childcare practice up to date, for example, through training and reading relevant literature and regularly liaising with other professionals. She has used her learning to improve opportunities for children to develop their independence and has developed strategies for managing children's behaviour. These changes have had a positive impact on the progress that children have made. The childminder regularly reflects on her practice to identify aspects for improvement and she has a clear vision for future developments to improve her provision further.

Quality of teaching, learning and assessment is good

The childminder organises the learning environment well to provide children with a range of experiences across the different areas of learning. For example, children have fun engaging in role-play opportunities, such as in the home corner and playing with small-world resources. They enjoy looking at books and have opportunities to be creative. For example, they enjoy making and exploring with play dough, and making marks as they develop their early writing skills. The childminder supports learning effectively as she engages in activities. For example, as children play, the childminder talks to them about concepts, such as counting, colours and different shapes.

Personal development, behaviour and welfare are good

Children enjoy the positive interactions they share with the childminder. They behave well and respond positively as the childminder sensitively guides their play. The childminder supports children's understanding of healthy lifestyles, such as by providing them with healthy food and encouraging children to manage their own personal care needs. Children attend a variety of groups where they have opportunities to try a range of activities and develop their confidence in group situations while socialising with other children.

Outcomes for children are good

Children make good progress and they are well prepared for the next stage of their learning. They communicate their needs effectively and express themselves. They demonstrate good levels of independence and self-help skills. For example, they manage routine tasks themselves, such as when they go to the toilet, and feed themselves at mealtimes, which helps to prepare them for their eventual move on to school.

Setting details

Unique reference number	EY413183
Local authority	Redbridge
Inspection number	1085651
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	12 January 2015
Telephone number	

The childminder registered in 2010. She lives in Woodford Green, in the London Borough of Redbridge. The childminder has a childcare qualification at level 3. The childminder operates Monday to Thursday from 8am until 6pm, all year round.

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