

# Childminder Report

<b>Inspection date</b>	22 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder monitors children's progress well, to help her identify and address any gaps in their learning. Children make good progress from their starting points.
- The childminder works effectively with parents and fully involves them in their children's learning. For example, she provides ideas for activities for parents to carry out at home with their children, and shares all important information with them.
- The childminder constantly evaluates her practice to help her improve outcomes for children. For instance, she regularly asks for parents' views and comments to support her in identifying areas for improvement. She uses the knowledge she gains, such as through training, to assist her in developing her skills further.
- Children are happy, secure and confident, and enjoy the childminder's company. She establishes positive relationships with them and supports their emotional well-being effectively.

### It is not yet outstanding because:

- At times, the childminder does not make the best use of opportunities as they arise to increase children's understanding of mathematical ideas and their problem-solving skills.
- The childminder, on occasions, misses some opportunities to extend children's creative skills, and help them extend their awareness of different textures and materials.

## What the setting needs to do to improve further

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

- expand children's opportunities to develop and understand mathematics and problem-solving dilemmas
- provide more ways to interest and encourage children to develop their creative skills further.

### 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 understands the procedures to follow if she has any concerns about a child's welfare. She consistently checks her environment and risk assesses outings to help keep children safe, such as on trips. The childminder understands the importance of developing her skills and professional practice. For instance, she completes online training and regularly meets with other professionals to discuss ways to improve her practice.

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

The childminder understands how children learn and she teaches them well. She interacts very well with them as they play to support their learning. She carries out detailed observations and assessments of their learning. She uses her findings to help plan for children's next steps in development. For instance, she supports older children's communication and literacy skills well. Children enthusiastically talk about the environment as they walk through the park, and they express their ideas and views. They link sounds to letters and draw recognisable shapes, to help support their early writing skills. The childminder follows children's interests to help motivate and encourage them. For example, children enjoy pretend play as 'doctors' helping 'babies' to get better. The childminder helps children learn about how things work. For instance, they enjoy using electronic toys. The childminder supports younger babies to communicate well. For example, they react in interaction with others by smiling, looking and moving. They stop and look when they hear their own name and understand familiar gestures and words.

### Personal development, behaviour and welfare are good

Children access well-resourced play areas, where they freely select toys to help extend their play. The childminder helps children to learn about healthy lifestyles. For example, they enjoy eating nutritious foods and have plenty of exercise. Children behave well, for example, they follow the appropriate boundaries and house rules that the childminder sets for them. The childminder gives gentle reminders and children learn to share and take turns. She supports children to follow good hygiene practices. For instance, they learn to wash their hands before eating. The childminder helps children to develop their awareness of personal safety. For example, they learn about road safety as they walk to school.

### Outcomes for children are good

Children are well prepared for their next stage in learning, including school. For instance, they understand the use of objects, such as the 'thermometer' during pretend play to check the 'baby's temperature'. Children use language well to share feelings, experiences and thoughts. Younger babies reach out for and begin to hold objects. For example, they reach for toys when being pushed in the buggy and explore objects with their mouth.

## Setting details

<b>Unique reference number</b>	EY488255
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1012730
<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>	5
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Ilford, in the London Borough of Redbridge. She operates weekdays from 7am to 7pm, throughout the year.

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