

Childminder Report

Inspection date	18 January 2018
Previous inspection date	11 June 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

- Children enjoy and benefit from regular trips in the local environment, such as to the shops and park. They learn about road safety, local communities and the world around them.
- Children's behaviour is very good. The childminder frequently praises children and acts as a good role model.
- Partnerships with parents, providers and professionals are effective. The childminder constantly exchanges information to help ensure that a consistent approach is maintained to support children's all-round needs, such as language development.
- Overall, children make good progress from their personal starting points and achieve well.
- Children's welfare and personal development are central to the childminder's practice. For example, she makes sure that each child is nurtured, respected and their individual achievements celebrated.

It is not yet outstanding because:

- The childminder has not yet consistently applied her recorded observations as part of her ongoing assessments to focus precisely on planning children's next steps in learning to further enhance children's already good progress.
- The childminder's self-evaluation process is not as robust as it could be, particularly to enable her to enhance her already good practice and to clearly identify further areas for improvement.

What the setting needs to do to improve further

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

- continue to develop and strengthen self-evaluation processes, to shape future plans for achieving even better outcomes for children
- strengthen planning so that it focuses more precisely on children's individual next steps to further enhance all aspects of children's learning.

Inspection activities

- The inspector observed the childminder's teaching and its impact on the children's learning.
- The inspector checked documents, including the childminder's background and suitability checks and training certificates.
- The inspector held discussions with the childminder about children's individual learning and development.
- The inspector carried out a joint observation with the childminder regarding a planned activity.
- The inspector looked at a range of the childminder's policies and procedures, including those relating to safeguarding.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibility to keep children safe. She knows what action to take if she has a concern about a child's welfare. The childminder regularly uses photographs as a means of exchanging information with parents about children's interests and learning. She effectively enhances parents' understanding about how their child's learning can be best supported at home. The childminder carries out daily risk assessments of all areas, resources and equipment, and supervises children well. She builds on her knowledge and skills. For example, through her own research and training as well as advice and guidance from other professionals.

Quality of teaching, learning and assessment is good

The childminder supports children's communication and language skills well. For instance, she repeats clearly what children say before responding, and patiently allows them to think about, and share, their thoughts and ideas. All children communicate effectively and confidently, such as talking about what shapes they are drawing and what they are eating. The childminder makes good use of spontaneous opportunities to extend children's learning. For example, when children show an interest in programmable toys they discuss the colours of the 'on' and 'off' buttons and select the corresponding words.

Personal development, behaviour and welfare are good

Children are encouraged to make healthy food choices. This helps to support their development of healthy lifestyles. The childminder teaches children how to keep themselves safe. For example, she talks to children about the need to sit down when eating their food and the reasons why. The childminder offers a homely, child-oriented environment and provides children with opportunities to become deeply involved in activities. She has established good links with local pre-schools and schools to support a smooth move as children go on to their next phase in learning. The childminder has a good settling-in process. She gathers detailed information about young children's routines and follows these closely.

Outcomes for children are good

Children learn to recognise their name, shapes and numbers during play. They use language, such as 'more' and 'less', and simple mathematics as they count how many potatoes they have eaten and how many are left. Children show a passion for books and singing songs and rhymes. They are making good progress in relation to their starting points. They have opportunities to learn about letters and the sounds they represent. They practise their mark-making skills and confidently write letters and numbers.

Setting details

Unique reference number	EY434406
Local authority	Redbridge
Inspection number	1095081
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	11 June 2015
Telephone number	

The childminder registered in 2012 and operates from 8am until 6pm from Monday to Friday for most of the year. The childminder holds qualified teacher status. She receives funding to offer free early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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