

Childminder Report

Inspection date

2 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 and learning well, and uses effective teaching methods to help support their development. All children make good progress from their individual starting points.
- The childminder evaluates her provision effectively. She takes into consideration feedback from parents and her professional peers, to help her identify strengths and areas for improvement. She maintains her ongoing professional development well.
- The childminder works closely with parents to share important information about their child's development. She listens to what parents have to say about their child, to help ensure consistency of care and learning between the home and the setting.
- The childminder develops close bonds with children, who come to her when they need comfort and reassurance. Children are secure, happy, confident and independent.
- The childminder provides children with a well-resourced, welcoming environment to help support their curiosity and eagerness to learn.

It is not yet outstanding because:

- The childminder does not always make the most of the learning opportunities that arise to further challenge children's understanding of mathematics.
- At times, the childminder does not encourage children to initiate and develop their own artistic ideas to help build on their creative development.

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 the opportunities that arise to further develop children's understanding of number, quantity and shape
- encourage children to generate and follow their own creative ideas to help develop their imagination.

Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and 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 has a secure knowledge of child protection and wider safeguarding issues. She knows what signs may alert her that a child is at risk of extreme views and behaviours. She is aware of the procedures to follow to report any concerns about a child's welfare. The childminder carries out detailed risk assessments to remove any hazards and help to keep children safe. During school drop-off and collection times, the childminder ensures that younger children are secure and safe. The childminder maintains all the required documentation to support children's well-being.

Quality of teaching, learning and assessment is good

The childminder regularly observes and assesses children's learning and she knows their interests and needs well. She uses this information to plan for exciting, enjoyable experiences, inside and outside, and she provides resources to support the next stage in children's learning. The childminder develops children's awareness of the world around them effectively. For example, children plant and grow flowers and food in the childminder's allotment garden. The childminder supports children's physical development effectively. Children easily reach and fetch toys they want to play with, and move freely between playrooms. The childminder supports children's literacy skills well. For example, she encourages and supports children's responses to picture books and stories. Children enjoy listening to compact discs of rhymes, stories, sounds and spoken words.

Personal development, behaviour and welfare are good

The childminder supports children's understanding of good behaviour well. Children demonstrate friendly behaviour, initiate conversations with each other, share and take turns. Children enjoy their food and appreciate healthier choices. For instance, they select fruits, help to prepare them and take measured risks as they safely cut the fruit. The childminder encourages children to take care of their hygiene needs and children understand the importance of handwashing. The childminder supports children's awareness of wider society. For example, children enjoy weekly visits to different groups in the area and meeting other children.

Outcomes for children are good

All children are well prepared for their next stage of learning, including school. Children seek out their friends to share experiences with them and learn to form a strong relationship with others. Children enjoy the responsibility of small tasks and welcome praise for their achievements. They are confident to express their needs, interests and opinions. Children link sounds to letters and give meaning to marks as they draw and paint.

Setting details

Unique reference number	EY489954
Local authority	Havering
Inspection number	1023395
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Romford in the London Borough of Havering. She operates Monday to Friday, term time only.

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