

# Childminder Report

<b>Inspection date</b>	12 March 2018
Previous inspection date	14 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is committed to providing a good-quality care and learning experience for all children. She organises her provision well. The childminder reflects on activities, the quality of what she is teaching and what children are learning.
- The childminder knows the children in her care well. She has a secure understanding of the age group she is working with and provides a varied range of activities, based on children's interests. She effectively supports children's continuing progress.
- The childminder promotes children's developing thinking skills well. She asks questions to challenge their thinking and gives them time to consider and express their own responses.
- Children build close emotional bonds with the childminder. They are happy and settled in this friendly and welcoming childminding setting.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning, through both verbal communication and written records.

### It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused on continuing to drive improvement and providing an outstanding learning experience for all children.
- The childminder does not monitor children's progress rigorously enough to enable her to quickly identify and achieve the best possible outcomes for all children.

## What the setting needs to do to improve further

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

- focus more sharply on engaging in professional development and work towards achieving and maintaining outstanding practice
- monitor children's progress more rigorously to ensure that they are making the best possible progress across all areas of learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on the service that she provides. She is aware of her strengths and seeks the views of parents as part of her self-evaluation. The childminder is committed to improvement and meets with other childminders to share ideas. She maintains mandatory training, such as paediatric first aid. This helps to ensure that she is able to meet children's emergency health needs. Safeguarding is effective. The childminder knows how to report child protection concerns. She is aware of the need to be alert to children and families who may be vulnerable to extreme behaviours and views. Parents' written testimonials demonstrate the high regard they have for the childminder. They appreciate the good level of communication that enables them to remain involved in their children's learning and development.

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

The childminder understands where individual children are in their development. She observes and assesses their learning and uses this information effectively to plan for their next steps. The childminder is led by what the children want to do and readily changes activities in response to young children's short concentration spans. She guides children's play well and extends activities to support their learning. For example, she introduces colour, shape and counting into simple threading activities. The childminder gives priority to supporting children's speech and communication skills. She engages children skilfully, modelling conversation and introducing new vocabulary. Children enjoy outings to the local playground. They develop their physical skills on the play equipment there and take pleasure in walks in the local community and woodland.

### Personal development, behaviour and welfare are good

The childminder establishes caring relationships with the children who attend her setting, actively supporting them to feel safe and settled. Children are confident and readily invite the childminder to share their play experiences. She supports children effectively as they move from home to her provision. The childminder's settling-in procedures are tailored to the individual needs of each child and their family. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging. The childminder is calm and gentle and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts.

### Outcomes for children are good

Children develop the key skills needed to be ready for the next stage in their learning, such as starting nursery or school. They develop self-care skills relevant to their age and learn to manage their own personal hygiene. Children are motivated learners who confidently lead their own play. They count readily in play situations and enjoy looking at picture books with the childminder. They talk with the childminder about the illustrations and make links to their home lives.

## Setting details

<b>Unique reference number</b>	118909
<b>Local authority</b>	Havering
<b>Inspection number</b>	1126729
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 December 2015
<b>Telephone number</b>	

The childminder registered in 1997 and lives in Elm Park, Havering. She operates all year round from 7.30am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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