

# Childminder Report

**Inspection date**

6 June 2018

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 is highly qualified and uses her knowledge of the early years foundation stage to offer enjoyable and engaging experiences, which help children to make effective progress.
- The childminder provides a low-level, interactive environment that allows children to access a range of resources themselves. Children learn about their senses as they experiment with musical instruments, homemade sensory bottles, play dough and texture pads.
- The childminder encourages children to become independent. Children manage their own needs successfully, for example, young toddlers sit at a table during lunchtime and feed themselves well with a spoon.
- The childminder prepares children well for their future learning. She supports children to develop key skills in writing, for example, making marks with finger paints and pencils from a young age.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to enable children to explore the outdoor environment and gain a greater understanding of the world.
- The childminder does not always build effective partnerships with external agencies or with settings that children attend, to ensure the provision of swift support and intervention.

## What the setting needs to do to improve further

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

- provide further opportunities for children to explore the outdoor environment to extend their learning even further
- develop effective partnerships with other providers and external agencies in the local community to ensure continuity in children's care and learning.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector and childminder carried out a joint observation of a planned activity.
- The inspector observed play activities and lunchtime.
- The inspector sampled documents, including policies, suitability checks, paediatric first-aid certificates, planning and children's records and assessments.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to recognise signs of abuse and how to escalate potential concerns. She carries out ongoing risk assessments to help her provide a safe environment. The childminder promotes diversity and encourages equality, for example, she uses written words in children's home languages to assist with communication and help children celebrate their differences. The childminder effectively uses self-evaluation to continue to improve her own practice, for example, she completes regular training to further her own knowledge successfully and reflects on evaluations from parents to adapt practice.

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

The childminder completes thorough observations and assessments of children's development. She uses these assessments well to monitor learning and plan activities that support children in reaching their next steps. For example, children match adult and baby animal picture cards, naming the animals correctly. The childminder makes effective use of simple activities to enhance children's communication and mathematical skills, for instance, counting bubbles with children as they blow them and repeating 'pop' as younger children join in. The childminder provides information for parents, to assist them to support children with their progress. She makes activity suggestions relating to each child's current abilities, for example, moving on from completing peg puzzles, to basic interlocking puzzles.

### Personal development, behaviour and welfare are good

Children talk excitedly about the photographs of themselves and their friends on the wall. Children form positive relationships with one another. The childminder has a gentle, caring nature that helps children to feel secure. Children develop the confidence to try new activities and smile at their achievements, as they explore something for the first time. The childminder liaises well with parents to ensure they work together to support children's development, for example, using a consistent approach to accomplish toilet training. The childminder supports children to manage their own behaviour well and treat one another with respect, for example, children are quick to share toys, when the childminder reminds them, and understand what behaviour is acceptable.

### Outcomes for children are good

Children make good progress from their starting points, with gaps in attainment closing quickly. Children develop the skills they need for their move on to school, for example, children sit side by side at a small table to complete activities and develop good social skills. They are confident and able to focus on tasks, and do not become easily distracted by other resources around them.

## Setting details

<b>Unique reference number</b>	EY496671
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1040703
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She lives in Chadwell Heath, in the London Borough of Redbridge. The setting is open each weekday, all year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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