

# Childminder Report

**Inspection date**

28 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 caring and nurturing and provides a setting that feels like 'home from home'. She has secure bonds and attachments with the children, who enjoy their time with her. They are happy, settled and secure.
- The childminder encourages children to explore a range of activities freely, allowing them to create their own learning experiences.
- Overall, children are making good progress. Their communication and language skills are good. Children are well spoken and the childminder holds purposeful conversations with them.
- The childminder shares information with parents and carers effectively, such as through the use of regular discussions and home-learning diaries.
- The childminder bases her teaching on children's interests. She monitors children's development well and shares this via children's 'all about me' books.

### It is not yet outstanding because:

- The childminder misses some opportunities to introduce simple concepts, such as cause and effect. For example, exploring what happens when colours are mixed together.
- At times, the childminder does not quickly adapt to children's needs and interests during adult-led activities to maintain younger children's interest.

## 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 opportunities to extend children's learning during adult-led activities, for example, introducing concepts, such as cause and effect
- review and improve the organisation of some activities to help younger children develop their concentration skills, remain engaged and make the most of these learning experiences.

### Inspection activities

- The inspector observed interactions between the childminder and children during play.
- The inspector sampled and checked relevant documents, including children's records and the childminder's policies and procedures.
- The inspector observed children's engagement in activities.
- The inspector held discussions with the childminder about children's learning.
- The inspector held discussions about how the childminder works with parents.

### Inspector

Deborah Alabi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures and keeps her knowledge up to date by attending regular training. She ensures that her assistants are able to manage and minimise any potential risks in the setting. The childminder carries out supervisions and monitoring of her assistants on a daily basis. They are given opportunities to share their thoughts and opinions with the childminder and co-childminder about the strengths and weaknesses of the provision. The childminder focuses on her assistants' areas of strength and how these may benefit the setting. She monitors children's progress well and shares this information with parents to help them support their child's learning at home. Good relationships are formed with the community, such as local schools.

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

The childminder has a consistent approach in making sure children are learning, either through structured activities or free play. She knows the children very well and is able to identify their unique learning styles through accurate observations. The childminder promotes children's communication and language skills very well. She encourages discussions throughout the day and especially during planned activities. For example, she supports children to recognise and name colours as they make marks using different coloured paints and to identify and name different vegetables. Younger children are able to express themselves through singing nursery rhymes.

### Personal development, behaviour and welfare are good

Children are happy, confident and self-aware in their surroundings. This is due to the stimulating and welcoming environment provided for the children, indoors and outdoors. Children are allowed to be independent and make choices. For example, they choose what colours they would like for their painting activity and decide which of their favourite nursery rhymes to sing. The childminder has formed good relationships and bonds with the children, which helps them to feel safe and secure. Children are well mannered and respectful of their surroundings. For example, they help to tidy toys away that they have played with. The childminder helps children to develop an awareness of good hygiene practices, such as washing their hands before lunch.

### Outcomes for children are good

Children make good progress in all areas of development. They enjoy sensory play as they explore the properties of paint. Older children are confident to speak and listen to what others say. Younger children are happy to explore the environment. Children enjoy singing nursery rhymes that are familiar to them.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY498640  |
| <b>Local authority</b>             | Havering  |
| <b>Inspection number</b>           | 1056882   |
| <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>      | 6   |
| <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 2016 and lives in Rainham in the London Borough of Havering. She operates all year round from 8am to 6pm, five days a week, except on bank holidays and during the Christmas holidays. The childminder employs two assistants and works alongside another childminder.

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