

# Childminder Report

## Inspection date

6 July 2018

Previous inspection date

3 September 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 works closely in partnership with parents. She involves them in their children's learning and discusses their goals and achievements. The childminder understands how children learn. She accurately identifies their stages of development and what they need to learn next to help them progress well.
- The childminder helps children to settle well and they form close attachments to her. She engages with them playfully and pays close attention to their needs. The childminder provides a stimulating play environment where children can explore a range of toys and resources that are suitable for their ages.
- The childminder reflects on her practice. She takes account of the views of parents and children when planning to make changes and improvements to her setting.
- Children learn to be independent. They learn to do things for themselves, such as helping to prepare their own snacks. Children learn about house rules and why these are important. The childminder sets consistent boundaries for children's behaviour and this helps them to feel safe and secure.

### It is not yet outstanding because:

- The childminder does not consistently focus on her professional development sharply enough to raise the quality of teaching to the highest level.
- The childminder does not use all opportunities for children to experience information and communication technology and develop these skills for the future.

## What the setting needs to do to improve further

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

- establish a more targeted programme of professional development to continually develop knowledge and skills and raise the quality of teaching higher
- provide more opportunities for children to experience learning about information and communication technology.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the childminder, invited her to complete a joint evaluation of an activity, and also spoke to children.
- The inspector looked at relevant documentation, such as children's records, evidence of suitability and qualifications, and policies and procedures.
- The inspector took account of the views of parents by reading their comments and testimonials.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to protect the children in her care. She is fully aware of her responsibilities to record and report any concerns about children's well-being. She regularly reviews her policies and ensures her knowledge of safeguarding is current. The childminder conducts thorough and regular risk assessments of her setting to keep children safe. She regularly observes children and monitors their progress. The childminder uses the progress check for children between the ages of two and three years to help her identify any gaps in their learning at an early stage. She works closely with other settings that children attend and liaises with parents, to ensure there is continuity in children's learning between all settings and home.

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

Children make good progress in their learning. The childminder provides a good range of resources to stimulate children's curiosity and imagination. For example, children are fascinated as they explore a variety of objects in water and find out if they will sink or float. The childminder asks them what might happen if they squeeze sponges in water or try to catch water in a net, to encourage them to think. She gets to know children well and builds on their interests to encourage them to learn. The childminder extends children's learning as they engage in their favourite play. For example, she pretends to be a customer as children set up an imaginary shop. She uses the opportunity well to teach children about colours, counting and shapes. The childminder introduces new words to extend children's vocabulary and to support their growing understanding of language.

### Personal development, behaviour and welfare are good

Children are confident and active learners. They make choices in their play and follow their interests. The childminder takes children out to socialise and they engage in physical activities, such as dancing to music. Children learn about the differences and similarities in the adults and children they meet. They learn to respect others and to take turns and share. Children enjoy learning how to take care of plants. They water them and see how they grow from the seeds they have planted. The childminder helps children to learn about eating the best foods for their health. They count pieces of fruit they prepared and have a picnic with their dolls in the garden. The childminder teaches children to look after their health. She asks them to remember to drink and they learn how to stay safe in the sun.

### Outcomes for children are good

Children enjoy listening to stories and chatting about the characters in books. They learn that written words have meaning. Children enjoy playing with toy animals and learning the sounds animals make. They learn new animal names, such as 'toucan' and 'rhinoceros'. Children learn the names of shapes as they trace over them on a chalk board and learn how to hold a pencil in readiness for early writing. They learn many skills and are well prepared for the next stages in the learning and school.

## Setting details

<b>Unique reference number</b>	EY365982
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1130098
<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 - 8
<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>	3 September 2015
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Woodford Green in the London Borough of Redbridge. She operates from Monday to Friday, from 7.15am to 6.30pm, all year round, except for bank holidays and family holidays.

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