

Childminder report

Inspection date	29 October 2018
Previous inspection date	12 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder and her assistant plan a wide range of interesting activities indoors and outdoors to support children's learning, which includes adult- and child-led play. They design the learning environment well to motivate children to explore and take safe risks.
- The childminder monitors children's progress effectively and plans for their next stage in their development. Children make good progress from their individual starting points.
- Children are happy, secure and show good levels of self-esteem and confidence. They build strong attachments to the childminder and each other. The childminder and her assistant know the children well and respond to their individual needs.
- The childminder has good relationships with the parents and shares important information with them about their children's progress to support children's ongoing development and achievements.

It is not yet outstanding because:

- On occasions, the childminder does not allow children to think and respond to her questions so that they can make the most of their learning experiences.
- The childminder has not identified ways to continually support her assistant to update her knowledge, to make the best use of opportunities to build on the quality of her teaching to further improve outcomes for children.

What the setting needs to do to improve further

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

- support children to think and respond when asked questions during play to further enhance their learning
- provide ongoing training and professional development for all assistants to ensure high-quality teaching and learning are delivered to children.

Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and her assistant 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 leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures and how to identify a child who may be at risk of harm or extreme views and behaviours. The childminder maintains her own professional development by completing training to help keep up to date with current guidance and legislation. The childminder continually reflects on her practice. In addition, she meets with other childminders to talk about how to improve her practice and regularly asks parents for their opinions. The childminder and her assistant supervise children well. The childminder completes regular checks in all areas of her setting for any hazards and takes effective action to minimise these.

Quality of teaching, learning and assessment is good

The childminder knows the children well and make accurate assessments of children's progress. She uses this information well to plan for their future learning. The childminder supports children's language development well. For example, she reads stories to them and encourages them to socialise and interact with a wide range of children at the many playgroups she visits. Children eagerly join in with songs and repeat words they know. The childminder encourages children's physical development well. For instance, young babies sit unsupported on the floor and reach out for, touch and begin to hold objects. They lean forward to pick up small toys and notice other children coming near to them. Older children climb confidently and move freely with pleasure and confidence.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder and her assistant give consistent age-appropriate reminders about boundaries and expectations of behaviour. Children share and are kind to each other, and they follow instructions. The childminder provides children with healthy meals and talks to them about what they are eating to help to support their understanding of the importance of healthy lifestyles. Children are supported well to learn about other cultures and cultural identity. For example, they have a secure and positive sense of their own identity.

Outcomes for children are good

Children are well prepared for their move on to school. Children develop an awareness of number names through their enjoyment of action rhymes and songs. Children successfully fit shapes into spaces on jigsaw puzzles. They use blocks to create their own simple structures and enjoy emptying and filling containers.

Setting details

Unique reference number	118637
Local authority	Havering
Inspection number	10063463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	12 May 2016

The childminder registered in 1994. She lives in Elm Park, in the London Borough of Havering. The childminder operates her service Monday to Friday from 7.30am to 6.30pm, all year round. The childminder works with an assistant.

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