

# Childminder report

<b>Inspection date</b>	1 November 2018
Previous inspection date	22 June 2016

<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 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 successfully reflects on her practice and plans improvements well. She has increased the learning opportunities for children indoors and outdoors to help them progress even further.
- Effective partnerships with parents help the childminder to gain a secure knowledge of children's experiences at home. The childminder uses all information gathered to support continuity in children's care and learning. She also shares children's progress with parents and seeks their views about her practice.
- The childminder completes regular observations and assessments of children's development and plans for their next steps in learning. This helps to identify and reduce any gaps in their learning. Children make good progress from their starting points.
- The childminder builds good relationships with children and knows them well. Children are happy, secure and motivated to explore and learn from the activities around them. They confidently select the resources they want.

### It is not yet outstanding because:

- The Childminder does not consistently encourage children to develop their literacy skills.
- Occasionally, the childminder misses some opportunities to extend and challenge children's thinking skills and to make connections across learning.

## What the setting needs to do to improve further

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

- extend the opportunities available for children to develop their literacy skills through experience and a hands-on approach
- make the best use of opportunities for children to build on their existing skills.

### Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documents, including children's details, learning records, insurance and other relevant documentation.
- The inspector looked at areas 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 recognises any risks to children's welfare and knows how to follow reporting requirements. She implements clear policies and procedures. The childminder checks all areas used by children and removes any possible hazards. The childminder updates her professional knowledge to help her improve outcomes for children. For example, she undertakes additional reading and research and completes further training courses.

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

The childminder supports children's learning effectively. Children play in a warm and welcoming environment. Young children are supported to develop their mathematical skills well. For example, children fix shapes into spaces as they complete simple puzzles. They enjoy creating rail tracks and experiment using different speeds as they push the trains around the track. The childminder supports children's language development effectively. She speaks to them about what they are doing. Children begin to say their own words. The childminder encourages children's physical development well. For instance, children kick a ball, ride wheeled toys and push buggies.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model. Children are well behaved and understand simple boundaries. They follow instructions and are excited to help tidy away. The childminder reminds children of good hygiene routines. For example, children are beginning to manage their personal needs. The childminder supports children's awareness of healthy lifestyles. For instance, children enjoy healthy snacks and daily exercise. Children learn about the world around them. The childminder provides real life experiences for them, such as trips. This helps children to broaden their horizons and enrich their experience. For example, they feel the leaves rustling beneath their feet. They experience a wet and windy day and meet and socialise with other children at different childminding groups.

### Outcomes for children are good

Children are well prepared for their eventual move on to school. Children model pretend play and express their preferences and interests. Children cooperate with caregiving experiences, such as mealtimes. They are beginning to show a growing determination and strong will to say how they feel. Children explore and imitate sound well. Children use various construction resources to construct and build vertically and horizontally. They are beginning to realise tools can be used for a purpose.

## Setting details

<b>Unique reference number</b>	504374
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10072931
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	22 June 2016

The childminder registered in 1999. She lives in the London Borough of Barking and Dagenham. She cares for children Monday to Friday, from 6.45am to 6pm, all year, with the exception of bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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