

Childminder report

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| Inspection date | 6 November 2018 |
| Previous inspection date | 11 April 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 monitors children's progress well and identifies their next steps in learning. She is skilled at looking at and listening to children to find out how they are developing. Children make good progress from their individual starting points.
- Partnerships with parents are effective, helping children's development and learning. The childminder finds out about the child from their parents and shares important information. This builds mutual respect and trust and is central to ensuring the child remains the priority.
- The childminder provides a warm and welcoming environment. Children are happy, secure and confident. Children play, explore and actively learn.
- The childminder continually broadens her professional knowledge. She updates her understanding of the latest changes in legislation and childcare practice.

It is not yet outstanding because:

- Children do not always have regular opportunities to build on their understanding of literacy, to help create the foundation for developing reading and writing skills.
- On occasions, the childminder does not differentiate activities for the most able children to stretch and challenge them to maximise their potential.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their literacy skills even further
- develop strategies to challenge the most able 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 the parents 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 how to keep children safe from harm. She is aware of any signs that may indicate a child's welfare is at risk and how to follow reporting requirements. The childminder is alert to any concerns that a child may be at risk of extreme views and ideas. The childminder effectively evaluates her provision and makes improvements. For example, she has purchased more learning resources to increase children's learning experiences.

Quality of teaching, learning and assessment is good

Children benefit from the childminder's calm and encouraging approach. Her good-quality interactions with children, help them to achieve and learn. The childminder supports children's social and emotional development well. For example, children express their own preferences and interests. They independently select and use resources without help. Children enjoy the responsibility of carrying out small tasks and are more outgoing towards unfamiliar people. The childminder encourages children's creative and imaginative skills well. For instance, children discover what happens when they mix paint and glitter together. They use their senses as they mould with wet sand and create different shapes. The childminder supports children understanding of the world effectively. For example, children play with small-world models and enjoy pretend play with dolls. They imitate everyday actions and events from their own family and experiences. Children talk about their own family and are noticing differences and similarities, for instance, each other's hair colour.

Personal development, behaviour and welfare are good

Children learn to promote their general health with the help of the childminder. For example, they follow good hygiene practices and attend to their personal needs effectively. The childminder encourages children to eat well and learn about food. For instance, she offers them healthy snacks and drinks and talks to them about the importance of nutrition. This helps set the foundations for their future health and well-being. Children are well behaved and have respect for each other.

Outcomes for children are good

Children are well prepared for their move on to school. Children use some number names accurately in play. They fit shapes into spaces on jigsaw puzzles and enjoy filling and emptying containers. Children show control holding and using paintbrushes and glue sticks. Children are active, they walk and run confidently.

Setting details

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|------------------------------------|---|
| Unique reference number | 128024 |
| Local authority | Redbridge |
| Inspection number | 10065578 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 3 - 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 11 April 2016 |

The childminder registered in 1998. She lives in the London Borough of Redbridge. She operates all year round from 7.30am until 6.00pm, except for weekends and bank holidays.

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Piccadilly Gate
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