

# Childminder report

<b>Inspection date</b>	28 November 2018
Previous inspection date	3 February 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

### **This provision is good**

- Partnerships with parents are strong. The childminder encourages parents to talk about their child's development levels when they start. She regularly shares information with parents in a variety of ways about children's progress and development.
- The childminder effectively checks the quality of her provision to identify her strengths and areas for development. She is fully committed to improving learning and care experiences for children. She values regular feedback from parents.
- The childminder makes regular observations and assessments of children's learning and monitors their ongoing progress. She is skilled at identifying any gaps in learning and taking steps to support children further. Children make good progress from their starting points.
- The childminder is a good role model from which children can learn from. She has established good relationships with the children who are, secure and independent.
- The childminder does not consistently extend and challenge older children's understanding of mathematical ideas and language.
- The childminder does not use all opportunities to build on her skills, to help raise the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- support older children to develop their mathematical skills even further
- focus more on developing professional development to raise the quality of teaching to a higher level.

### 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 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 identify if a child is at risk of harm and follow reporting requirements. She keeps up to date with information to keep children safe. The childminder is vigilant about children's safety. She checks the environment to minimise potential hazards indoors and on trips.

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

The childminder knows the children well and is motivated to provide effective learning experiences. This supports children's ongoing progress. Children's language development is supported well. This is evident as children enjoy listening to stories and eagerly join in. Children recognise sounds and repeat words to show their good understanding of the storyline. The childminder helps children to develop their imagination and learn about the world and create something. For example, children manipulate and touch various play resources. They express themselves through play, verbally and non-verbally. The childminder encourages children's physical skills well. For instance, children use all their muscles and senses to move around. Children enjoy play outside and explore the natural environment. They make marks with spray paints and paintbrushes. Children make musical sounds as they bang on the large hanging saucepans in the garden. The childminder supports children's learning on trips and ensures outings have an educational value. For example, children enjoy trips to local groups and the local environment.

### Personal development, behaviour and welfare are good

The calm and skilled manner that the childminder has helps create a warm and welcoming environment that children enjoy. The childminder helps children to manage their behaviour and emotions well. Children show understanding of boundaries and cooperate during routines. Children are offered effective opportunities to learn about healthy lifestyles. For example, children talk about the importance of healthy food and learn about good hygiene routines. Children learn about the differences and similarities that people have. For instance, children develop a secure and positive sense of themselves and others through a range of different activities.

### Outcomes for children are good

Children are well prepared for their next stage in learning and eventual move on to school. Children skilfully focus and concentrate during arts and crafts and construction activities. Children express their own preferences and interests. They are confident to speak to other children when playing.

## Setting details

<b>Unique reference number</b>	118835
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063469
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	3 February 2016

The childminder registered in 1999. She lives in Upminster, Essex. The childminder works Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

