

Childminder report

Inspection date	21 January 2019
Previous inspection date	25 March 2015

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

This provision is good

- The childminder works well in close partnerships with parents to assess and plan how to extend children's development. She provides parents with regular feedback about their children's daily care and learning experiences.
- The childminder is clear about individual children's needs and interests. She uses this information effectively to plan exciting activities for them to enjoy and to help them make good progress with their development.
- The childminder supports children to develop their personal skills well. For example, she encourages them to manage basic tasks, including feeding themselves and choosing their play independently.
- The childminder ensures that parents are aware of her daily routines, policies and procedures so that they know what to expect from her services and what to do if they have any concerns.
- The childminder does not ensure that younger children are consistently able to verbally express themselves, in order to strengthen their speech. For example, she does not take swift action to support and discourage them from using a dummy during their play to allow them to pronounce their words clearly.
- Although the childminder had addressed the recommendations from the previous inspection appropriately, her current self-evaluation does not identify any areas for development to strengthen further the overall quality of the provision.

What the setting needs to do to improve further

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

- strengthen opportunities for younger children to swiftly develop their speech and increase their vocabulary
- make better use of the self-evaluation process continually to identify and address areas of development, in order to provide a higher standard of care and education for the children.

Inspection activities

- The inspector sampled a range of documentation, including the childminder's training certificates, insurance policy, records of attendance and safeguarding policy.
- The inspector held discussions with the childminder about her daily teaching and care practices.
- The inspector completed a joint evaluation of an activity with the childminder and observed the quality of care and teaching.
- The inspector looked at the areas of the home used for childminding purposes.
- The inspector observed the quality of teaching and learning, and looked at some of the children's assessment records and at planning documentation.

Inspector

Martina Mullings

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her role to safeguard and protect children within her care. She ensures that parents are familiar with her safeguarding policies and procedures, and that they are aware of her responsibilities to keep their children safe. The childminder knows how to report any concerns, including allegations to the relevant authorities. The childminder monitors children's progress well. She knows how to complete progress checks for children between the ages of two and three years. She knows how to seek support from other professionals, including the local authority childminding coordinator, when necessary. The childminder attends training to maintain her professional development. She uses her new knowledge and skills to increase opportunities and to strengthen the support that children receive during their play.

Quality of teaching, learning and assessment is good

The childminder observes and plans children's learning effectively. She ensures that they have access to interesting opportunities, indoors and outside, to support their development. For example, younger children used a range of resources to curiously explore and strengthen their sensory skills and develop their coordination and small muscles. The childminder considers individual children's interests to keep them engaged and to ensure that they have a positive learning experience from the activities. For example, she provided a range of vehicles, tunnels and ramps for them to experiment with and explore. Children learned to use their imagination well when they pretended to drive, and they curiously checked each of the vehicles before putting them in a straight line like a traffic jam. Children begin to show interest in storybooks and they practise making marks. This helps to support the development of their early literacy skills.

Personal development, behaviour and welfare are good

Children settle well and they form close attachments to the childminder. They display a strong sense of security and belonging at the childminder's home. They are receptive to the childminder's support, encouragement and reassurance. Children appear happy. For example, they consistently smiled and laughed during their play. The childminder models good manners and behaviour for children to copy. For example, she listened and showed respect to them. She gets down to their level, uses good eye contact and addresses them using their name. The childminder arranges regular visits to the local playgroup and parks for children to have opportunities to develop their social and physical skills. She ensures that children's hands are clean and provides healthy food for children to eat.

Outcomes for children are good

Children make good progress and develop the skills to help them with the next stage in their learning. They are active and motivated to learn. Children demonstrate good concentration when exploring with their favourite toys. They learn to grasp and use different resources successfully. Children develop their confidence and independence well. They listen to songs and copy the actions appropriately. Children recognise their personal belongings, and they begin to develop individuality and clear areas of interest.

Setting details

Unique reference number	EY307917
Local authority	Havering
Inspection number	10060873
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 March 2015

The childminder registered in 2005. She lives in Romford, in the London Borough of Havering. The childminder provides care from 8am to 6pm on Monday to Friday, all year round. She holds a childcare qualification at level 3.

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