

# Childminder report

<b>Inspection date</b>	11 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 uses her strong knowledge of how children learn to provide a rich and varied environment. She knows the children extremely well and is able to cater for all of their individual needs.
- The childminder supports and extends the children's language and communication development extremely well. She initiates meaningful and respectful conversations with them, encouraging them to make their own decisions and choices throughout the day.
- The childminder reflects on her practice regularly and is passionate about updating and developing her skills and knowledge.
- Children play in a warm, friendly and secure environment. They are extremely happy, secure and settled, and have formed strong attachments with the childminder.
- The childminder interacts extremely well with the children and provides many opportunities for them to explore and discover in their own way. She finds interesting and unique ways to support their learning and extend it further.
- Good partnerships with parents ensure there is a regular two-way flow of information. Parents are incredibly complimentary about the care the childminder provides.
- The childminder uses an effective system to monitor the children's progress. However, it is not as precise as it could be in enabling her to identify and address any gaps in learning at the earliest opportunity.

## What the setting needs to do to improve further

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

- strengthen the monitoring of children's development and progress, to identify swiftly and precisely any possible gaps in their learning.

### Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's records, policies and procedures, and assessed evidence of the childminder's suitability.
- The inspector took into account parents' views.
- The inspector observed children in the main play area.

**Inspector**  
Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is clear on what her roles and responsibilities are with regards to keeping children safe. She completes regular safeguarding training and is confident in her knowledge of the signs of abuse and of how to report possible concerns. She assesses risks effectively and maintains a safe and secure environment. The childminder has developed strong partnerships with parents, and they speak highly of the service she provides. She involves parents in their children's learning and development constantly, and uses effective systems, including monthly newsletters and daily journals, to keep them updated about what their children have been learning about.

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

The quality of teaching is strong and the childminder has an in-depth knowledge and understanding of how to promote learning and development in young children. For example, when looking at books about animals, she made the different noises they make and encouraged the children to do the same, something the children showed great delight in. The childminder is an excellent communicator and offers the children many opportunities to develop their language skills. For example, she asks them for their opinions on what they would like to do next and engages in meaningful conversation with them. Children who speak English as an additional language are given a great deal of support in learning new words and the childminder uses key words in their home language to be able to communicate with them. This allows the children to feel confident and secure when communicating and attempting to say new words. The childminder knows the children's individual interests extremely well and plans activities and experiences to support these. For example, she visits the local library regularly to extend children's interests in books. She also gives them an opportunity to borrow books and explore these with their parents at home.

### Personal development, behaviour and welfare are good

The children are extremely happy, secure and confident in the childminder's care. They have developed strong attachments with the childminder, and this is down to her nurturing and enthusiastic nature. Children feel welcomed and valued because the childminder frequently praises their efforts and shows a deep interest in them. The childminder encourages the children to become independent learners. For example, children were responsible for tidying up after snack time. The childminder provides the children with many opportunities to learn about the wider community and takes them on a wide range of trips and excursions, including to playgroups and local parks.

### Outcomes for children are good

Children are highly motivated and eager to join in activities. They make good progress from their starting points and they are developing the key skills that are needed for the next stage in their learning, such as starting school.

## Setting details

<b>Unique reference number</b>	EY542033
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10098994
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She is located in Romford, within the London Borough of Barking and Dagenham. She operates each weekday from 7.30am to 6.30pm, throughout the year.

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