

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 19 March 2019 |
| Previous inspection date | 23 May 2018   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| 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 has worked well with the local authority adviser since her last inspection. This has helped to improve her understanding of how to effectively monitor children's progress and plan accurate next steps.
- The childminder uses familiar songs to help promote children's early communication and language skills effectively. For example, children learn about body parts as they sing. Children extend activities by introducing a keyboard to play along to songs. The childminder supports children to initiate and build on their own play and learning well.
- Children explore the outdoor environment with confidence. They climb steps of a large slide and learn to manage risk successfully. Children respond well to praise and continue to attempt challenging activities. This helps to develop a positive attitude towards learning.
- Children develop key skills to prepare them for their move to school. For example, they put on coats and can master zips independently.
- The childminder does not make the most effective use of opportunities to fully promote children's exploration and investigation.
- The childminder has not implemented plans to enhance her skills to raise the quality of teaching and improve outcomes for children.

## What the setting needs to do to improve further

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

- make even better use of opportunities to motivate children to investigate and explore even further
- enhance skills and knowledge to bring the quality of teaching and learning to a higher level.

### Inspection activities

- The inspector spoke with parents, children, the childminder and her assistant at appropriate times during the inspection.
- The inspector sampled a range of documentation, including policies, risk assessments and children's records.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector looked around the indoors and outdoor areas used for childminding.
- The inspector observed children engaged in activities and the childminder and her assistants.

#### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of the signs and symptoms of potential abuse. They know the procedures to follow to escalate concerns about a child's welfare. The childminder ensures that her assistant holds a current paediatric first-aid certificate. She supports her assistant to attend a childminding conference to help build on his knowledge. They have implemented ideas from this session to encourage children to make marks for a purpose and enhance their early writing skills. The childminder includes the views of parents to help evaluate practice. She has identified that it is sometimes helpful to provide fewer resources and create more space for children to play. The childminder encourages children to respect the views of others and explore differences between people and cultures.

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

The childminder gains information from parents when children start to help her build a clear picture of each child. She makes regular observations to contribute to this and plans activities to engage them. For example, she identifies that children enjoy using cameras, exploring wildlife outdoors and need to practise scissor control. She plans an activity to incorporate these things and extend children's development successfully. Children pretend to make tea, serve fruit and use a blender as they play with the toy kitchen. This helps them to develop their imaginative skills well. Children attempt activities, such as hammering wooden pegs into a block and inserting shapes into the correct hole. This contributes to improving their small-muscle skills and coordination effectively.

### Personal development, behaviour and welfare are good

Children build secure attachments with the childminder and her assistant, who both act as positive role models. They display the behaviour they expect and children mirror this, showing kindness and polite manners. Children are quick to share and to say 'thank you' and 'you are welcome' to one another. Children develop positive self-awareness. They enjoy seeing themselves in photographs and laugh with one another often. The childminder supports children to make healthy choices and encourages them to sample a variety of fruit. Children develop good self-care skills. They wash and dry their own hands independently before lunchtime and understand why this is important.

### Outcomes for children are good

Children make good progress towards their early learning goals. They count blocks as they build tall towers and discuss 'longer' and 'shorter.' This helps extend their mathematical language and understanding effectively. Children are well prepared for their next stage of learning. They make choices about their play and communicate their needs to adults successfully.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY497450  |
| <b>Local authority</b>             | Havering  |
| <b>Inspection number</b>           | 10084975  |
| <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 - 9   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 6   |
| <b>Date of previous inspection</b> | 23 May 2018   |

The childminder registered in 2016. She lives in Harold Hill in the London Borough of Havering. The childminder works each weekday, throughout most of the year. The childminder is registered to work with an assistant.

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