

# Childminder report

<b>Inspection date</b>	26 April 2019
Previous inspection date	8 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 and her assistant keep their knowledge of safeguarding up to date. They know how to make timely referrals.
- Children are happy and settled with the childminder and her assistant, who form warm and close relationships with them. Children achieve well, and they are well prepared for the next stage of their learning.
- Children for whom English is an additional language make good progress. There is a broad range of resources to support their development, such as bilingual books and small-world 'people'.
- The childminder plans regular trips for the children, including to the park, playgroups and the library. The trips are risk assessed to detect hazards and to minimise dangers.
- Children behave well. They listen and follow instructions, and they share and take turns when playing together.
- At times, the childminder does not act on children's interests straight away, which does not support their learning or further their progress.
- Although fresh drinking water is available, children need water offered more frequently as this benefits their health and well-being.

## What the setting needs to do to improve further

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

- consider ways children's interests can be met during play, to build their confidence and self-esteem further
- arrange for fresh drinking water to be offered more frequently to children to promote their health and well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed its impact on children's learning.
- The inspector spoke with children, the childminder and the assistant at appropriate times during the inspection.
- The inspector reviewed parental feedback, children's records, planning documentation and relevant policies and procedures.
- The inspector discussed activities involving the children.

#### Inspector

Pauline Valentine-Coker

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures her home is safe from hazards and carries out daily risk assessments. This ensures children's safety. The childminder commits to her professional development. She has a CACHE level 3 in childcare, which aids her in supporting children's care and learning. The childminder and her assistant are familiar with the local authority safeguarding procedures. They know how to report any concerns about a child's welfare. They teach children about staying safe, for instance, by regularly practising the fire evacuation procedures. The childminder uses questionnaires to seek the views of parents. Parents give positive comments about the provision.

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

The childminder identifies children's starting points and discusses these with parents. She uses information gained to inform her early assessments of children's progress. The childminder provides activities that support children in reaching the next steps in their learning. Children enjoy water play. They fill and empty containers in a large bowl filled with water. The childminder provides good opportunities for all children to develop their communication skills. When the children were using the play dough, they imitated the childminder's use of words such as 'roll', 'squeeze', 'pull' and 'knead'. The childminder makes good use of songs to support children's language development. This was evident when she encouraged the children to sing 'Twinkle, Twinkle Little Star'.

### Personal development, behaviour and welfare are good

Children develop secure attachments with the childminder and her assistant. This builds children's confidence and good levels of emotional well-being. The childminder and her assistant are good role models. They encourage good manners and praise children. This encourages children to show respect for each other and behave well. Children go on regular trips to playgroups and the park, developing their physical skills. The childminder and her assistant have a food and safety certificate at level 2. They make sure that children learn about good hygiene routines to maintain good health. For example, the children learn the importance of washing their hands before eating in order to minimise any germs.

### Outcomes for children are good

Children make good progress. They learn to manage their self-care needs and express themselves well. Children who speak English an additional language make good progress. For example, the childminder read stories in their first language. Children engage in mark making and sing nursery rhymes. They develop their independence. For instance, they attempt to place an apron on before playing with water activities. Children develop an understanding of mathematical concepts, such as 'full', 'empty' and 'heavy'. They learn their names and develop good language skills that prepare them for school.

## Setting details

<b>Unique reference number</b>	EY392597
<b>Local authority</b>	Newham
<b>Inspection number</b>	10064945
<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>	3 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 March 2016

The childminder registered in 2009. She lives in Plaistow, in the London Borough of Newham. She is available to care for children from Monday to Friday, throughout the year. The childminder is registered to work with an assistant. The childminder has gained a childcare qualification at level 3.

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