

# Childminder report

<b>Inspection date</b>	7 May 2019
Previous inspection date	8 October 2015

<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

- The childminder works closely with parents to find out individual children's interests and needs. She uses this information effectively to provide opportunities to help them settle and to support their development.
- The childminder observes and assesses children's learning well. She plans appropriate next steps to help them make good progress. Children develop the required skills to help them move on to the next stages in their learning.
- The childminder supports children's growing understanding of how to keep themselves safe. For example, she encourages them to hold hands and to look in both directions for cars before crossing the road.
- The childminder evaluates the provision well. She takes into consideration feedback from parents and children when reflecting and identifying ways to improve her practice.
- Although the childminder has contact with other providers that some children attend, she does not obtain information from them about children's learning experiences, in order to promote and enable continuity in their learning.
- The childminder misses some opportunities to encourage and extend children's learning during their play. For example, she does not consistently use positive comments to keep children fully motivated and to encourage them to persevere when exploring with messy play.
- The childminder's professional development plan does not include opportunities to enhance further her teaching skills, in order to strengthen children's learning experiences and help them make even better progress.

## What the setting needs to do to improve further

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

- strengthen the relationships with other providers that children attend and obtain information, to enable continuity and to extend children's learning
- make better use of opportunities during children's activities to offer encouragement and motivation, to help strengthen their learning further
- increase opportunities to maintain professional development in order to further enhance teaching skills.

### 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 planning documentation.
- The inspector took account of parents' written views during the inspection.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection issues and knows the procedures to report any concerns about a child's safety. She keeps parents informed about their children's daily care and experiences. The childminder shares ideas for activities they can do at home to help support children's development. She makes parents aware of her policies and procedures so they know what to expect from her service. The childminder monitors children's progress well. She is clear about individual children's development, their starting points and what they need to do next to move them on to the next stages in their learning.

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

The childminder provides interesting and stimulating activities for children to explore and learn. She makes good use of children's play to support their communication and language skills. For example, she asks simple questions to help strengthen their speech, understanding and listening skills. The childminder encourages children to repeat and learn new words to help increase their vocabulary. She provides a good balance between adult-led and child-initiated play. Children display high levels of independence as they freely choose the resources that they want to explore. This helps them to make their own decisions. The childminder supports children's literacy skills well. She willingly reads them stories and provides writing materials for them to practise making marks. The childminder uses stories, role play and creative play to support children's awareness of different people and families.

### Personal development, behaviour and welfare are good

Children are happy within the childminder's care. They form close attachments to her and know when to seek her support. Children enjoy helping with small responsibilities and they learn to manage simple tasks on their own. For example, they willingly help to tidy up the resources and learn to feed themselves. The childminder supports children to develop their social skills effectively. She plans group activities for children to play together, form friendships and take turns with resources. Children behave well. They listen and show respect to the childminder. Older children welcome younger children to join their play. The childminder sets clear boundaries for children to learn right from wrong. She plans regular visits to the local park so children have access to rigorous outdoor play. This helps to support children's physical development well. The childminder provides healthy food for children to eat and she takes into consideration their dietary requirements.

### Outcomes for children are good

Children make good progress, in comparison to their starting points. For example, they express themselves and follow simple instructions well. Children learn the purposes of a range of tools and they practise using these successfully. They show interest in role-play activities, such as dressing up, and they use their imagination well. Children are active. They develop good mobility, balance and coordination.

## Setting details

<b>Unique reference number</b>	EY406289
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10065570
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	8 October 2015

The childminder registered in 2010 and lives in Clayhall, in the London Borough of Redbridge. She operates each weekday from 6.45am to 7pm, throughout the year.

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Piccadilly Gate  
Store Street  
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