

Childminder report

Inspection date	9 May 2019
Previous inspection date	23 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 taken positive steps to meet the actions from the last inspection. She and her assistants have completed safeguarding training to bring their knowledge up to date.
- Children enjoy the warm and safe learning environment, where they play and explore with eagerness. Children have lots of opportunities to make choices from the range of good-quality resources available that help them to develop across the different areas of learning.
- Children are offered visits to local play groups where they meet with other childminders and their children. This provides children with the opportunity to socialise in larger groups and develop social skills that help them when starting school.
- Children's behaviour is good and they play well together. From a young age, children build friendships, share toys and communicate effectively with each other.
- The childminder develops a close working relationship with each parent. This helps her to gain a good understanding of children's individual personalities and care needs. Children settle smoothly and bond well with the childminder.
- Parents and carers make positive comments about the childminder and her provision. They mention that they feel their children are safe and talk about how their children are eager to come. Children happily share information about their time at the childminder's with their parents and carers.
- Although the childminder evaluates her provision, she does not always reflect on her practice to identify areas for her professional development.
- The childminder does not make the most of opportunities to help children learn about healthy food options.

What the setting needs to do to improve further

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

- make the most of opportunities to help children learn about healthy food options
- develop an evaluation process that includes identifying where professional development is needed to help raise the quality of practice to the highest level possible.

Inspection activities

- The inspector viewed the areas of the childminder's home used by children and observed the quality of teaching.
- The inspector looked at a range of documentation, including children's records, policies and procedures.
- The inspector looked at evidence of the suitability of the childminder and other adults in the household.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of carers' views.

Inspector

Anja Eribake

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do if an allegation is made against her or any member of the household and knows the correct procedures to follow. She has regular discussions with her assistants to help ensure they know what is expected of them, such as keeping children safe. The childminder uses regular risk assessments to help provide a safe environment for children. She liaises with other childminders to share ideas about activities and resources. This enables her to offer children a wide and interesting range of learning experiences. The childminder regularly shares information about the children's learning and development with the parents. This helps to provide continuity in children's care and supports their progress as well as possible.

Quality of teaching, learning and assessment is good

The childminder knows the children very well and plans exciting activities and resources that support their learning. This results in children being engaged in learning and helps them develop their concentration skills. Children are happy during their play and use the resources available to initiate their learning. They use their imagination to build bridges with construction resources and use the dolls from the doll's house and put them in the cars they build. Children develop good physical skills, especially their hand-to-eye coordination. The childminder supports their learning effectively. She engages in their play and incorporates their next steps in learning to help them make progress. She uses her observations of the children to assess where they are in their development. This helps her to identify any gaps in their development.

Personal development, behaviour and welfare are good

Children feel secure and independently explore the learning environment. They become very familiar with the daily routine, talking about what happens next. This helps them become settled and aware of time. Children develop friendships with the other children in the setting. They talk about picking up their friends from school. The childminder follows good hygiene procedures. She also encourages children to manage aspects of their self-care, such as using the toilet and washing their hands before having snacks and meals. The childminder provides children with small tasks, such as tidying up before getting new resources. This helps them to become responsible and independent.

Outcomes for children are good

Children make good progress from their starting points. They become confident communicators, sharing their ideas and views in different but respectful ways. Children learn to take turns during their play and develop their understanding about mathematics. They confidently count and recognise the colours of the beads when making necklaces and compare sizes when they all line up. Children thoroughly enjoy using brushes to make marks in the sand and excitedly talk about the letters and shapes they make. They develop skills needed for writing and reading. They are well prepared for their next stages of learning and their move on to school.

Setting details

Unique reference number	EY441289
Local authority	Havering
Inspection number	10084204
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 October 2018

The childminder registered in 2012 and lives in Harold Hill, in the London Borough of Havering. The childminder holds an early years qualification at level 3 and a degree in education and professional practice. She works weekdays from 7.30am to 6.30pm, all year round, except on bank holidays and family holidays.

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