

# Childminder report

<b>Inspection date</b>	16 May 2019
Previous inspection date	22 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 provides a well-organised environment both inside and out. She offers a large choice of easily accessible resources from which children independently choose what they would like to play with.
- The childminder invests a lot of time working with parents when their children first join, to get to know the child and family and to accurately assess children's starting points.
- Children form close bonds with the childminder. They are happy and inquisitive learners.
- The childminder places the highest priority on keeping the children safe both inside and outside the setting. She makes careful risk assessments and takes effective steps to minimise dangers.
- Partnerships with parents are strong; the childminder works closely with them to keep them informed about their children's progress. Parents say that their children are keen and happy to be in the childminder's care.
- Children behave well for their age. The childminder helps them to begin to understand some age-appropriate boundaries in her home.
- At times, the childminder does not focus fully on the learning and development of babies to support their progress further.
- The childminder misses opportunities to develop the children's independence skills through encouraging them to help out and manage simple day-to-day tasks on their own.

## What the setting needs to do to improve further

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

- use opportunities as they arise to support and extend babies' learning and development further
- encourage independence skills through making better use of opportunities for children to help with day-to-day tasks and do things for themselves.

### Inspection activities

- The inspector looked at the rooms in the house used for childminding, the outside area and the resources used by children.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this has on their learning.
- The inspector spoke to children and the childminder at appropriate times throughout the day.
- The inspector looked at a range of relevant documentation, such as children's records, policies and procedures and evidence of the suitability of those living on the premises. She discussed with the childminder how she observes and assesses children's progress.
- The inspector took account the views of parents from written statements and questionnaires received.

**Inspector**  
Keiley Pedro

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to identify the possible signs of abuse and neglect and the action to take if she becomes concerned about a child in her care. The childminder provides children with an exciting learning programme which includes visits to places such as the post office, the library, local children's centres and on bus rides. The childminder uses positive behaviour strategies to teach children about expected behaviour and to help them learn to manage their own behaviour. For example, children are given a star on their reward chart for helping to tidy away. The childminder is able to reflect on her practice and identifies areas of strength and areas for development. She uses training, support from the local authority and networking to develop her professional skills. The childminder is part of a childminding network that shares information that is used to improve the quality of care and education in her provision.

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

The childminder uses photos, observations and tracking sheets to regularly assess children and plan for their next steps. She frequently provides parents with information about children's progress and makes their learning journals available for parents to look through. The childminder uses children's interest of what they enjoy to motivate them to learn, for example children enjoyed exploring a variety of colours of play dough, using different tools to roll, cut and make marks in it. Children are confident and independent. They enjoy selecting from a large range of resources, in a very organised environment. The childminder successfully supports imaginative play through the use of open-ended resources. For example a metal object became a whisk for a child in the role-play kitchen. Children develop communication and early literacy skills through exploring storybooks, the childminder's meaningful conversations with children throughout the day and through song.

### Personal development, behaviour and welfare are good

The childminder provides sensitive settling-in procedures, led by the child's and parents' needs. As a result, strong positive attachments between children and the childminder have been formed and the children are confident and emotionally secure. Children are well behaved and develop positive social skills. They develop a caring attitude toward their friends. Children's achievements are celebrated through verbal praise and through the display of their photos and creations on the wall at their level.

### Outcomes for children are good

Children are confident and motivated, and they have a positive attitude toward learning. They show sustained levels of interest during their play and activities. All children make good progress from their starting points, including those learning to speak English as an additional language (EAL). The childminder works with parents to support children with EAL by creating a bank of keywords in the child's home language to use with them while in her care. The childminder supports children to gain the skills that they need for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY396608
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10065566
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	22 October 2015

The childminder registered in 2009. She lives in Woodford, in the London Borough of Redbridge. The childminder operates her service on Monday to Friday from 7.30am until 6pm, all year round, excluding family holidays. She receives government funding for the provision of free early education for children age two, three and four years.

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