

# Childminder report

<b>Inspection date</b>	22 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 is friendly and welcoming, and children have formed good relationships with her.
- Partnerships with parents are good, and the childminder communicates with them regularly about their children's progress. Parents are complimentary about the care their children receive.
- The childminder is a highly qualified and experienced early years practitioner who is committed to providing high-quality care.
- The childminder has a good understanding of children's needs. Children are motivated to learn, and make good progress in their development.
- The childminder takes children out into the community to visit playgroups at local children's centres and soft-play areas.
- The childminder provides children with a stimulating environment inside and outdoors. She offers a broad range of easily accessible activities, resources and equipment.
- The childminder monitors children's progress regularly. She tracks their development with photographs and written observations in their learning journals.
- The childminder's settling-in procedures are not always child-centred and the individual care needs of young children are sometimes overlooked.
- The childminder does not build effective partnerships with other settings that the children attend to enable her to share information about their learning and development.

## What the setting needs to do to improve further

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

- review the settling-in process, especially for young children, to ensure that secure attachments are formed between children and the childminder
- develop partnerships with other settings that children attend, and share information to enhance their learning further.

### Inspection activities

- The inspector viewed the areas of the home used for childminding and checked evidence of the suitability of all adults who live in the household.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact these had on children's learning.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector read feedback, letters and questionnaires from parents, and took account of their views.
- The inspector looked at a range of relevant documentation, including children's records, policies and procedures. She discussed with the childminder how she observes and assesses children's progress.

**Inspector**  
Keiley Pedro

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the possible signs and symptoms of abuse, and she knows the action to take if she is concerned about a child in her care. Children's behaviour is good. The childminder uses positive strategies of behaviour management to teach children about expected behaviour and to help them learn to manage their behaviour. For example, children are given a star on their reward chart for attempting to achieve one of their next steps. The childminder reflects on her practice and uses training and networking to develop her professional skills. For example, she has recently developed her use of visual aids and props after reviewing her practice with pre-verbal children and attending a workshop. She has made links with other local childminders and uses this network to share ideas for good practice and to improve her knowledge.

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

The childminder regularly observes, plans and assesses children's progress and development. She takes account of children's interests to plan and motivate them to learn. For example, the children made a blossom tree collage after observing the flowers together. The childminder regularly observes children and takes photographs of their activities. She regularly provides parents with information about their children's day and their progress. Children are confident and independent. They enjoy selecting from a large range of resources in a very organised environment. The childminder supports children to develop their early reading, writing and mathematical skills. For example, children count confidently, recognise numbers and write their name and numerals, holding their pencil correctly. They participate in regular early phonics activities to learn about letters and the sounds they represent.

### Personal development, behaviour and welfare are good

Children are confident and emotionally secure. The childminder has very high expectations of children and she encourages independence in everyday tasks. For example, children change themselves out of their school uniform into their home clothes each day. Children enjoy helping the childminder and demonstrate a sense of achievement. For example, they carry their lunch tray into the dining room and pour themselves water from small jugs. The childminder rewards children with praise and stickers for their achievements, and this gives them a positive sense of self-worth. Children learn to be kind, to share and to take turns. They show increasing levels of tolerance.

### 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 very good progress from their starting points, including those learning English as an additional language. 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>	EY544299
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10096590
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Newbury Park, in the London Borough of Redbridge. The childminder works term time only, including before and after school.

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Piccadilly Gate  
Store Street  
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