

# Childminder report

<b>Inspection date</b>	30 May 2019
Previous inspection date	19 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 wide range of interesting activities for children to play and enjoy, both indoors and outside. She interacts and supports them to make good progress with their learning and development.
- Parents provide positive feedback about the childminder's service. For example, they praise her close relationships with them and their children. The childminder knows individual children's interests and needs well, and she provides a safe and secure environment for them.
- The childminder is reflective of her practice. She has addressed the recommendation from the previous inspection well and she continually identify ways to strengthen the quality of teaching and learning. For example, she has increased opportunities to support children's interest in stories, in order to help develop their literacy skills.
- Children are happy and they settle well in the childminder's care. They are clear about their own likes and dislikes, and they move around freely to choose their resources and explore.
- The childminder misses some opportunities to strengthen younger children's social development. For example, at times she does not reinforce the need for them to listen when others are talking or to take turns to use resources.
- Although the childminder provides opportunities for children to prepare healthy snacks, she does not encourage them effectively to eat what they have prepared.

## What the setting needs to do to improve further

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

- extend opportunities to develop further younger children's listening and turn-taking skills
- explore other strategies to encourage children to willingly eat healthy food and to help strengthen their growing awareness of the benefits of eating healthily.

### 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 held discussions with parents during the inspection.

#### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training. She has a secure understanding of the signs and symptoms of child protection issues and wider safeguarding issues. The childminder is familiar with the procedures to report any concerns and allegations to the relevant authorities. The childminder develops close relationships with parents. She informs them about their children's progress and they work together to plan what children should do next. The childminder maintains her professional development well. For example, she makes use of training opportunities to enhance her knowledge and skills. The childminder uses her new skills to teach older children the sounds of letters. The childminder is clear about individual children's starting points and she monitors their progress effectively.

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

The childminder observes children's learning well and she shares this information with their parents. For example, the childminder encourages parents to view their child's folder for them to know what they do and learn while they are in her care. The childminder provides stimulating activities for children to enjoy. For example, children show keen interest when exploring with water. They learn that different objects either float or sink in water, and chalks will melt and change the colour of the water. The childminder encourages children to be vocal and to talk about their experiences. Children learn to use a range of vocabulary when expressing themselves. The childminder provides good opportunities for children to strengthen their hand movements and pincer grasp. This helps to support their early writing skills. The childminder makes good use of opportunities when outside to develop children's growing awareness of the natural environment and insects.

### Personal development, behaviour and welfare are good

Children develop their personal skills well. For example, younger children display high levels of independence and they learn to handle some small tasks on their own. Older children demonstrate high levels of confidence and they willingly introduce themselves to adults. Children are active. They take control and lead their own play well. Older children often ask the childminder questions to help support their understanding further. They recall and share past experiences from home. The childminder offers reassurance to encourage children to persevere at challenging tasks and she provides regular praise to help develop their self-esteem. The childminder acts as a positive role model for children to copy and learn good manners. For example, children learn to use 'please' and 'thank you' at appropriate times.

### Outcomes for children are good

Children make good progress with their development. They acquire the skills required for them to move on to the next stages in their learning and eventually they move on to school. For example, younger children develop good mobility and coordination. They use short sentences to express themselves effectively. Older children begin to learn about sizes and measurements. They remember familiar stories and rhymes, and they develop their creative and imaginative skills well.

## Setting details

<b>Unique reference number</b>	EY379297
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10106711
<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>	19 October 2015

The childminder registered in 2008. She lives in the residential area of Dagenham, in the London Borough of Barking and Dagenham. The childminder operates each weekday, throughout most of the year. The childminder holds a childcare qualification at level 3.

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