

Childminder report

Inspection date	10 July 2019
Previous inspection date	9 September 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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

- A well-structured programme of professional development helps the childminder build on her skills and knowledge to promote children's development extremely well. For example, recent training around schemas helps to extend the childminder's understanding of how children play, explore and develop. This has a positive impact on children's overall learning opportunities.
- Children thrive as the childminder engages them in a wide array of experiences. Her thoughtful interactions with children clearly enhance their communication skills and support them to engage in rich conversations successfully.
- The childminder promotes a wonderful learning environment for children that fosters exploration. Children excitedly recall a previous visit to the woods to pick wildflowers and then pretend to sell them in their shop. They discuss their role as shopkeeper and customer and enjoy opportunities to develop their imaginative skills effectively.
- The childminder skilfully combines a mixture of planned activities and child-initiated play to support children's learning. She has a comprehensive understanding of the early years and enhances children's development successfully.
- Children have an excellent attitude and are well motivated to extend their learning. This is evident when the childminder moves away from a matching game and all children continue to take turns, match symbols and discuss the cards. Children work well within the development typical for their age and make good progress from their starting points.
- The childminder is kind and gentle and quickly identifies children's emotional needs. She talks to children about how they feel, reassures them and supports them to manage their feelings successfully. Children have a wonderful relationship with her. This contributes to building their self-esteem successfully.
- Although the childminder reflects on practice and discusses improvements with her assistant, she does not actively seek the views of parents to enhance practice even further.

What the setting needs to do to improve further

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

- involve parents in evaluating practice to help continually drive improvement.

Inspection activities

- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector looked around the premises that the children access, indoors and outdoors.
- The inspector and childminder observed children during an activity and held discussions about children's learning and progress.
- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector sampled a range of documentation, including children's records, policies, training certificates and risk assessments.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of signs of potential abuse and knows the procedures to follow to escalate concerns about the welfare of a child. She makes ongoing risk assessments to help promote the safety of children in her care. The childminder and her assistant work very well together. Regular discussions and reflection help to ensure they have a shared vision and ethos for the provision. The childminder utilises her assistant's strengths to complement the provision and enhance children's overall enjoyment and experiences successfully. The childminder is ambitious and continually considering ways to improve practice. For instance, she is exploring strategies to enhance how she provides elements of the forest school approach in regular practice. Effective partnerships with other early years professionals help the childminder keep up to date with latest knowledge and guidance.

Quality of teaching, learning and assessment is good

Parent partnerships are strong. The childminder makes use of a daily diary to share information with parents and keep them well informed. She encourages parents to update children's 'All about me' profile regularly and uses termly feedback sessions to help build a clear picture of each child. This promotes a continuity of care and learning between home and the setting effectively. The childminder ensures ongoing assessments and observations help her plan accurate next steps according to children's interests and stage of development. The childminder helps children make sense of daily routines. For instance, after singing a song about bees, she reminds them of their summer topic and the opportunity to search for creatures in the garden after their circle time. This helps children prepare for their day and develop a clear understanding of future activities. Children are enthusiastic about investigating the natural world.

Personal development, behaviour and welfare are good

Children have opportunities to manage their own self-care needs, such as putting on their shoes and serving themselves fruit. They enjoy achieving these skills independently. This supports them in their next stage of learning well. Children develop positive relationships with the childminder and her assistant. They follow the example they set for kind and considerate behaviour. As a result, children behave extremely well. Children have a genuine respect and understanding for others beyond their immediate family. The childminder builds on children's interest in the diversity of characters in a book to help them recognise, value and celebrate their own similarities and differences.

Outcomes for children are good

Younger children develop skills, such as identifying the letter their name begins with. This helps them recognise how letters look and develop a good understanding of the phonetic sounds letters make. Older children explore mark-making activities and enjoy following patterns with pencils. This contributes to developing early writing skills effectively. The childminder regularly initiates discussions around number, shape, quantity and length. This helps children consider mathematical concepts in everyday situations and promotes their mathematical understanding successfully. Children are well prepared for future learning and their eventual move on to school.

Setting details

Unique reference number	EY333539
Local authority	Redbridge
Inspection number	10113761
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 September 2015

The childminder registered in 2006. She lives in Wanstead, in the London Borough of Redbridge. The childminder operates Monday to Friday, 7.45am to 6pm. She works all year round, except for five weeks per year. She regularly works with one assistant.

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