

# Childminder report

<b>Inspection date</b>	24 July 2019
Previous inspection date	28 January 2016

<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 maintains her professional development well, in order to keep her knowledge and skills current. She shares with her assistants any new information obtained to ensure that they implement their responsibilities effectively.
- The childminder develops strong partnerships with parents. They work closely together to support children's learning, and to ensure they have consistency between their home and the setting. Parents speak positively about the childminder's service. For example, they praise her close relationships with children, the support that she offers them and the progress that children make.
- Children appear happy and they settle well. They welcome and value the childminder's contributions during their play. Children are clear about their own likes and dislikes, and they express their interests well.
- The childminder observes and assesses children's learning well. She plans effective next steps to reinforce and support their learning, and to help them make good progress from their starting points.
- The childminder misses some opportunities to challenge and stretch children's learning further, in order to help them make even better progress.
- The childminder provides a good range of activities during the day. However, there are times when transitions between activities and routines, such as mealtimes could be managed more effectively so that children know what is expected of them.
- The childminder does not always make best use of the facilities she provides for sleeping children to ensure they sleep comfortably.

## What the setting needs to do to improve further

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

- make better use of opportunities indoors and outside to help challenge and extend further children's learning
- review how children transition between activities and routine tasks to ensure they know what to expect next, and to enable more positive outcomes such as their willingness to eat their food
- review the sleeping arrangements for children to ensure they have a suitable and comfortable area to rest and sleep between their play.

### 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 and her assistants about their 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.

#### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

The childminder and her assistants attend training in safeguarding and paediatric first aid. They have a secure understanding of child protection issues and wider safeguarding issues. The childminder knows how to handle and report any safeguarding concerns, including allegations against made adults. She ensures parents and her assistants are familiar with her safeguarding policies and procedures to make them aware of the expectations, in relation to keeping children safe. Safeguarding is effective. The childminder completes regular supervision meetings with her assistants to offer guidance and share new information to help enhance their knowledge and skills. The childminder considers feedback from parents and children to help evaluate her service. She has addressed the recommendations from the previous inspection. For example, the childminder tracks children's development well. She knows how to seek support from other professionals for children with special educational needs.

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

The childminder plans opportunities to meet individual children's interests and needs well. For example, she has in place individual targets to develop their focus and attention, to improve their interaction with other children and to encourage the use of sensory resources. The childminder and her assistants interact and support children to develop new skills, such as their communication and language skills. For example, they consistently comment on their play to help them put their actions into context and to increase their vocabulary. Children frequently repeat words that they hear, and they learn to express themselves using speech, body language and emotion. Children learn to do small hand movements, such as using a marker pen to scribble and make marks. The assistants support children to use resources purposely to help support their learning. For example, children explore with items in the nature box and they use a magnifying glass to search for insects in the garden.

### Personal development, behaviour and welfare are good

Children learn to express their own feelings, preferences and interests. At times, they make the childminder aware of what they want to do next. Children form close bonds and attachments to the childminder and her assistants. They display a strong sense of belonging and security. The childminder is caring and attentive to individual children's needs. She knows how to offer comfort and reassurance, in order to make them calm and to encourage their involvement in activities. Children behave well and they respond to boundaries positively.

### Outcomes for children are good

Children make good progress with their development, in comparison to their starting points. They acquire the skills required for the next stage in their learning. For example, children sing along to familiar nursery rhymes. They respond to simple questions and they follow instructions well. Children welcome the childminder's praise. They often smile and repeat the positive words. Children listen and show respect to the childminder and her assistants. They display good balance and mobility.

## Setting details

<b>Unique reference number</b>	EY266822
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063481
<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>	10
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	28 January 2016

The childminder registered in 2003 and lives in Gidea Park, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She works with two assistants.

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