

# Childminder report

<b>Inspection date</b>	3 September 2018
Previous inspection date	2 March 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 uses self-evaluation accurately and has an effective professional development plan, to help her improve her practices and further meet the needs of children.
- The childminder has a strong knowledge of the early years and understands how to further children's learning and development. She makes detailed observations and assessments to monitor progress and plan effective next steps.
- Children enjoy role-play activities, including dressing up as 'police officers'. The childminder promotes children's knowledge of others in our community and teaches the children well about those who keep us safe.
- Children's emotional well-being is highly important to the childminder. Children who are new to the setting settle exceptionally well and show confidence as they explore their new surroundings.
- Children develop a range of skills that prepares them for their next stage of learning and their eventual move on to school. This is seen when young children follow routines, such as taking off their shoes after time in the garden, washing their hands, and sitting extremely well during mealtimes.

## What the setting needs to do to improve further

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

- allow children time to respond to questions, to further develop their thinking skills
- build on current arrangements to extend opportunities for children to understand about the natural world even further.

### Inspection activities

- The inspector looked around the premises that the children access indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector sampled documents, including children's records and assessments, policies and procedures, and training certificates.
- The inspector and the childminder carried out a joint observation of a planned activity.
- The inspector observed play activities and lunchtime.

#### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of signs of possible abuse. She knows the correct procedure to follow if she is concerned about the welfare of a child. The childminder carries out thorough risk assessments and removes potential hazards to keep children safe. The childminder actively promotes children's respect of others and their self-awareness. She values and encourages older children to share their personal experiences of other cultures, languages and traditions with the younger children. Children try different clothes, food and dances from around the world together. The childminder attends relevant training and regularly meets with other early years professionals to share practice and develop ideas. For example, she recognises an opportunity to enhance children's knowledge of the world, through developing a more natural environment. The childminder works well with other settings that children also access, to fully support their learning. She initiates a 'shared care book' between herself and nurseries. This contributes to the continuity of care, learning and development for children.

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

The childminder gathers information from parents about what their children know and can do, before they start at the setting. This supports her to provide early challenging activities. The childminder liaises with parents constantly through daily diaries and sharing regular assessments. The childminder makes good use of opportunities to promote early literacy skills and an interest in books. For example, she reads stories with the children as they wait for lunch. The childminder supports children's development well and provides activities to challenge them physically. This is illustrated when children crawl through the large tunnel and the childminder challenges them to attempt crawling through it backwards. This helps to improve children's coordination.

### Personal development, behaviour and welfare are good

The childminder provides a warm and inviting environment. She is caring and responsive to children's needs. Children form secure attachments with her. Children display good behaviour and are kind towards one another, quickly sharing toys when the childminder reminds them that 'we share'. The childminder reflects on observations to consider children's individual needs and plan activities that she knows they find enjoyable. This is evident as children happily play with a construction and small-world activity, to help them settle and feel confident in their surroundings after a long summer break.

### Outcomes for children are good

Children make good progress from their starting points and work steadily within the development typical for their age. Children enjoy a range of technology and 'talk' with each other on disconnected mobile phones. This helps to develop good listening and speaking skills. Children communicate their needs well.

## Setting details

<b>Unique reference number</b>	EY336995
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063485
<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 - 5
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 March 2016

The childminder registered in 2006. She lives in Collier Row, in the London Borough of Havering. The childminder works all year round, including before and after school.

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