

# Childminder Report

**Inspection date**

6 March 2018

Previous inspection date

4 July 2017

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the 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

- Partnership with parents is effective to help ensure the continuous care and education of children. The childminder shares important information about children's progress and next steps in learning, and invites parents to share what they know about their child.
- The childminder consistently monitors children's learning to help identify any gaps in their development and takes positive steps to provide additional support. Children make good progress from their individual starting points.
- Children are happy, independent and confident learners. The childminder has positive, secure and loving relationships with them, who have strong attachments to her.
- The childminder evaluates her provision well to help identify how she can develop her practice further and improve outcomes for children. She has addressed the action from the previous inspection well and now completes detailed observations and assessments.

### It is not yet outstanding because:

- The childminder misses opportunities to extend children's learning of shape, size and simple calculation, to help prepare them further for school.
- Although, the childminder provides children with healthy, nutritious food, she misses opportunities to teach children about the importance of healthy lifestyles for now and later life.

## What the setting needs to do to improve further

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

- extend and challenge children's understanding of shape, size and simple calculation, to help prepare them further for school learning
- use all opportunities to remind children about the importance of healthy lifestyles, to help them develop a positive attitude towards their health and well-being.

### Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector looked at parts of the house used for childminding purposes.
- The inspector observed children's play with the childminder, and discussed children's learning and progress.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures. She knows how to identify any signs that a child may be at risk of harm, including extreme views and behaviours, and how to report her concerns to the relevant childcare agencies. The childminder carries out thorough risk assessments of her home and when taking children on trips out, to help maintain children's safety. The childminder improves her professional practice well. For example, she attends further training and works closely with other childcare professionals to update her knowledge. She takes account of feedback from parents about her practice to help her meet the needs of the children in her care and to help her continue to improve.

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

The childminder has high expectations of what children can do. For example, she supports children's physical development well. Children show control in holding jugs to pour and explore new ways of moving, such as moving quickly and on tiptoe. The childminder encourages children to express their emotions and feelings to support their emotional and social development. For instance, children share and describe their feeling as they view emotion cards with her, helping them develop a sense of themselves. The childminder helps support children's creativity effectively. For example, children enjoy playing with a variety of familiar items reflecting everyday life and act out their first-hand experiences. The childminder develops children's literacy skills well. For instance, children enjoy listening and talking about stories, and give meaning to their drawings.

### Personal development, behaviour and welfare are good

The childminder provides children with a well-resourced learning environment to help children enjoy rich learning opportunities through play that support them to take risk and explore. The childminder supports children's understanding of diversity effectively. For example, children celebrate different cultural festivals with her and enjoy eating foods that are new to them. Children use tools safely, understand safety rules and listen to instructions to help keep themselves and others safe. The childminder helps children to understand the importance of hygiene routines. For instance, children manage their personal needs well and help tidy away.

### Outcomes for children are good

Children are well prepared for their next stage in learning, including going to school. Children respond positively to the feelings and wishes of others. For example, they listen to adults and respond well. Children understand more-complex sentences, and talk confidently about people and things that are not present. They hold and contribute to conversations well. Children manipulate materials to design their own ideas and enjoy experimenting with textures.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 132651                                                                            |
| <b>Local authority</b>             | Newham                                                                            |
| <b>Inspection number</b>           | 1110334                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 4 July 2017                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1992. She lives in Forest Gate, in the London Borough of Newham. The childminder offers care on Monday to Friday from 8am to 6pm, during term time only.

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