

Childminder report

Inspection date	15 May 2019
Previous inspection date	17 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Children are visibly happy and are confident to explore the environment. The childminder is warm, caring and forms secure relationships with children, supporting their emotional well-being effectively.
- The childminder checks on children's development regularly and knows them well. She observes what children can do and uses this information effectively to plan interesting, age-appropriate experiences.
- Children develop their speech well. The childminder successfully supports their communication skills, such as through modelling language during activities, and in helping children to use words in context. Children make good progress from their starting points.
- The childminder reflects on her setting well to help her recognise the strengths in her practice and some areas she wants to improve. She acts on the advice of other early years professionals. For instance, she has developed the provision, following the feedback given at her last inspection, to strengthen her assessment procedures.
- At times, the childminder misses opportunities to extend children's levels of independence, such as during mealtimes, to help further boost their self-esteem.
- The childminder does not regularly build on her existing skills to help enhance her good teaching practice and children's learning experiences even further.

What the setting needs to do to improve further

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

- extend on opportunities for children to develop their good independence skills during everyday routines to enhance their growing levels of self-esteem
- continue to seek further opportunities for professional development to enhance the good-quality teaching even further.

Inspection activities

- The inspector looked at a range of documentation, including risk assessments, children's records and the childminder's policies and procedures.
- The inspector observed the interactions between the childminder and the children and the activities they engaged in.
- The inspector viewed the parts of the premises used for childminding and talked to children at appropriate times.
- The inspector held discussions with the childminder about children's learning, of how she reflects on the quality of her service and discussed the effectiveness of an activity with her.

Inspector
Anneka Qayyum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has clear policies and procedures to help maintain children's safety and well-being. She understands her responsibilities in supporting children's welfare, and knows how to report any concerns if she suspects a child is at risk of harm. Overall, the childminder understands the importance of professional development. For instance, she has kept her safeguarding knowledge up to date and is aware of recent changes in legislation and how to embed it in her practice. The childminder implements effective systems to check on children's progress, including the required progress check for children who are age two, helping her to identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

Children are keen to explore resources and concentrate well. The childminder successfully supports them while they play. For example, she follows their interests and joins in during activities to help encourage their involvement and motivation. Children enjoy sensory experiences, such as when using modelling sand. They explore tools to mould and shape the sand, while learning to use equipment with control. They develop their physical skills well. The childminder works with parents effectively. She shares information with parents regularly to keep them well informed about children's development and progress. She also seeks information from other professionals working with children, to help provide a consistent approach to supporting children's care and development.

Personal development, behaviour and welfare are good

Children behave well. The childminder shares her expectations with children, such as by providing praise when they do things that are positive, to help them understand what acceptable behaviour is. She is positive role model for children to learn from, such using polite words, to help children develop good manners. The childminder helps children learn about healthy lifestyles and supports their physical well-being effectively. For example, she provides nutritious foods and opportunities for children to be active, such as a trampoline in her outdoor play area. Children develop their balance and movement effectively.

Outcomes for children are good

All children make good progress and learn a range of skills that prepare them well for their future learning and eventually for school. They develop good early literacy skills, such as beginning to draw, and give meaning to their marks. Children are imaginative, enjoy thinking of and sharing their ideas and develop their creative thinking well. They communicate and interact with others confidently.

Setting details

Unique reference number	504405
Local authority	Barking and Dagenham
Inspection number	10089402
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 May 2018

The childminder registered in 1997. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder provides all day care, each weekday, throughout most of the year.

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