

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 25 January 2017 |
| Previous inspection date | 16 January 2013 |

| <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 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

- The childminder evaluates her practice well to help improve outcomes for children. She takes into account the views of parents and external agencies and uses this to support her when developing her action plan for improvement.
- The childminder accurately monitors children's development. She knows to identify any gaps in their learning and swiftly close them. Children make good progress from their starting points and capabilities.
- The childminder provides a warm and welcoming environment. She is caring and affectionate towards the children, and they are confident and independent.
- The childminder establishes good partnerships with parents to help achieve a shared approach to meeting children's needs. For example, she seeks important information from parents about their children's development, and regularly updates them about their children's progress.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to further challenge older children's mathematical ideas and skills.
- On occasions, the childminder misses opportunities to extend children's understanding of the importance of adopting a healthy lifestyle, and the positive effects of this on their bodies, to support their good health.

## What the setting needs to do to improve further

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

- make the most of opportunities to develop older children's problem-solving skills
- make greater use of opportunities to support children's understanding of the importance of adopting healthy lifestyles.

### Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and the parents 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 an up-to-date knowledge of safeguarding and knows how to identify and report any concerns about a child's welfare. She regularly checks all areas of the environment to identify and reduce any risks. The childminder monitors the work of her assistant. This supports her assistant to improve her practice and to offer children better learning opportunities. The childminder attends regular training and uses this to help increase her knowledge and improve her teaching skills. For example, she now completes detailed observations of children and planning of activities.

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

The childminder accurately observes and assesses what children can do. She uses this information to plan effectively for their next steps in learning. The childminder supports children's language development well. For example, she talks to children, models good language and introduces new vocabulary. She also speaks to them in their home languages; supporting their growing bilingual skills. The childminder supports children's creativity, thinking and exploring effectively. For example, they manipulate playdough to achieve pretend cupcakes to celebrate a birthday. The childminder encourages children's physical development successfully. For example, they move freely with pleasure and confidence, such as during singing and dancing activities.

### Personal development, behaviour and welfare are good

The childminder provides children with good opportunities to experience different ways of learning. For example, they enjoy visits to the library, various parks and local children centres. Children are well behaved. For example, the childminder encourages friendly behaviour towards others and they understand and cooperate, with some boundaries and routines. The childminder helps children to learn about good hygiene practices and develop their self-care skills. For example, children wipe their noses, attend to their own needs and build on their awareness of how to remain healthy. The childminder teaches children about similarities and differences between themselves and other people in the wider world. For example, she celebrates cultural festivals with them and takes them to visit different places of worship. Children learn how to keep themselves safe. For example, the childminder gives them gentle reminders during play.

### Outcomes for children are good

Children gain the skills they need to support them for their next stages in education, including school. They develop good listening skills and show an interest in books. They practise their early writing skills and distinguish between the different marks they make. Children develop effective social skills; they play in small groups, extending their play ideas. Children enjoy pushing buttons on interactive toys and learn how things work.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY301046                                                                          |
| <b>Local authority</b>             | Newham                                                                            |
| <b>Inspection number</b>           | 1061871                                                                           |
| <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 - 3                                                                             |
| <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> | 16 January 2013                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2005. She lives in Canning Town, in the London Borough of Newham. She operates her service all year round from 8am to 6pm on Monday to Friday. The childminder works with one assistant. She receives funding to provide free nursery education for children aged two, three and four years.

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