

Childminder report

Inspection date	3 December 2018
Previous inspection date	8 May 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 has an effective professional development plan in place and seeks to improve practice. For example, recent training around early language development is having a positive impact on children's early communication skills.
- The childminder engages children in various activities to promote their early literacy and mathematical development successfully. For instance, she uses repetition, rhythm, number and rhyme during a singing session to extend children's learning well.
- Children form strong attachments with the childminder. They ask her for help with challenging tasks and are eager to show her their creations, such as making a play dough birthday cake with candles. The childminder uses praise regularly. This helps children to develop their self-confidence successfully.
- Children learn to follow daily routines and group rules well. They listen to one another and display positive behaviour. Children develop social skills needed to prepare them for their next stage of learning, including their move on to school.
- The childminder does not provide consistent opportunities for children to improve their skills in using information and communication technology systems.
- The childminder is still fully embedding plans to develop her own knowledge, skills and ideas even further, to enhance children's learning experiences.

What the setting needs to do to improve further

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

- provide further opportunities for children to improve their skills in using information and communication technology systems
- implement plans to develop knowledge, skills and ideas even further, to fully enhance children's learning experiences.

Inspection activities

- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked around the premises, indoors and outdoors.
- 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 and symptoms of potential abuse. She knows the procedure to follow to report concerns about a child's welfare. Overall, self-evaluation is accurate. The childminder identifies areas for improvement and is developing plans to build on her own knowledge even further. The childminder has strong working partnerships with parents. She values their input in practice. For instance, she requests ideas to develop nutritious menu plans that reflect a range of food from around the world. The childminder promotes equality and diversity well and supports children to celebrate traditions and festivals. Children have a good understanding of different communities and cultures.

Quality of teaching, learning and assessment is good

Children develop their imaginative skills well. They take on the role of customer and shop assistant in the toy supermarket, taking turns to buy and sell. The childminder supports children to extend their own ideas, from buying food to hosting a tea party. She asks them about the food they will serve, the colour of their plate and if they would like the big or small cup. This helps children to develop their language skills successfully. The childminder uses her observations, to assess children's development and plan next steps to further their learning effectively.

Personal development, behaviour and welfare are good

Children enjoy their time in the setting. The childminder creates an environment to foster exploration and children laugh in anticipation of activities to come. This is evident when children choose buckets and magnifying glasses to investigate in the garden. The childminder extends children's knowledge of the world around them successfully. She talks about the acorns they collect and helps them to consider growth, nature and how seasons change. Children develop good independence skills; for example, they use cutlery to feed themselves and pour their own drink from a jug. The childminder talks to children about why they brush their teeth and wash their hands. This helps children to develop a good understanding of positive health and hygiene practises.

Outcomes for children are good

Children work within the development typical for their age. Children have good opportunities to develop their small-muscle movements, such as practising difficult threading activities. This helps children master key skills needed to develop their early writing skills effectively. Children make good progress towards their early learning goals.

Setting details

Unique reference number	EY436370
Local authority	Redbridge
Inspection number	10083018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 May 2013

The childminder registered in 2011 and lives in Ilford in the London Borough of Redbridge. She operates Monday to Friday from 8am to 6pm, all year round.

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