

# Childminder report

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Inspection date: 5 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has put many improvements in place since her last inspection, which have had an extremely positive impact on the children who attend. She has taken on board advice from other agencies to help her reflect on her practice and introduce relevant and well-targeted improvements. Staff are offered appropriate training, although this is not always prioritised well. Children's communication skills are developing well, particularly among children who speak English as an additional language. Children enjoy using their home languages in play, while developing their English speaking skills. This helps them to feel proud of their own heritage, while preparing them for the next stage in their learning. Children feel safe and happy. They form very close attachments to adults and make friends with other children, to whom they show kindness and compassion. The childminder and her assistant have high expectations for children, including how they behave. Children are engaged in activities and, as a result, remain focused and interested. They enjoy responding to challenges from the childminder and her assistant and persevere in their chosen activity. Although parents are involved in the setting and receive feedback from the childminder, less information is shared about how they can further support their children's learning at home.

### **What does the early years setting do well and what does it need to do better?**

- The childminder and her assistant carefully plan activities for the children which focus on their individual learning goals. They seek important information from parents, which helps them to get to know each child very well. This ensures they can focus activities on challenges that will interest and motivate them to learn. The childminder shares information with parents about children's development and works with them to support children with changes at home, such as the arrival of a new baby. However, parents are not consistently informed about children's planned next steps and how they can support these at home.
- Some children attend the setting with a very limited understanding of English. The childminder and her assistant recognise the importance of focusing on supporting this and have specific activities planned to promote their language skills. For example, children enjoy singing lots of rhymes, talking about pictures in books and hearing adults introduce new vocabulary.
- The environment is colourful and safe, and children are able to access a wide range of toys and resources. Children listen carefully to adults and follow instructions willingly. They develop physical skills as they mould and roll play dough to make different farm animals, before looking in a book to name them.
- Children demonstrate positive attitudes to learning. They benefit from the adults sitting with them, showing them how to achieve new skills, such as using utensils to shape dough. Children are beginning to manage their feelings and are independent. The childminder and her assistant are sensitive to children's needs

and know how to comfort them if they become unsettled.

- The childminder has a clear plan for how she can continue to develop her skills. She supports staff well in their own understanding of the curriculum and they have recently started attending local support groups where they meet and discuss ideas with other practitioners. This helps them to review their own teaching and plan relevant improvements more effectively.
- Staff explain that they feel well supported and find the childminder approachable. They have attended relevant training, for example, in safeguarding and hold relevant first-aid qualifications. However, the childminder does not carefully review the dates of when the qualifications expire. This limits the time she has to ensure a relevant course is completed to avoid any lapse.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear awareness of different types of abuse and the action to take to keep children safe. They know the children well and communicate together effectively, helping to ensure that any concerns about safeguarding are promptly recognised and responded to. The childminder and her assistant monitor children's attendance carefully to help them recognise early signs of concern.

## What does the setting need to do to improve?

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

- explore further ways of helping parents and/or carers understand how they can support children's next steps in learning at home
- consider more effective ways of monitoring staff training needs, including identifying when qualifications are about to expire and taking appropriate action.

## Setting details

<b>Unique reference number</b>	EY463413
<b>Local authority</b>	Newham
<b>Inspection number</b>	10100802
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	5 March 2019

## Information about this early years setting

The childminder registered in 2013. She lives in Beckton, in the London Borough of Newham. She provides care Monday to Friday, from 8am until 6pm, all year round. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Amanda May

### Inspection activities

- The inspector completed a 'learning walk' with the childminder to understand how the provision and curriculum are organised.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector observed activities and routines and reviewed relevant documents.
- The inspector completed a joint observation with the childminder, where they observed an activity led by the assistant.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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