

Childminder report

Inspection date: 10 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder works with her husband. Together they offer a warm, safe and caring environment, where children thrive. Children develop close bonds with the childminder. They are happy, confident and well-settled in her care.

Children enjoy playing outdoors in the childminder's large garden. They learn how to take appropriate risks and keep themselves safe as they play on the slide and learn to walk up and down steps. They develop good physical skills. For example, they use nets to 'fish' for toys in the water tray, which helps them to strengthen and coordinate their hand and arm movements in preparation for writing.

The childminder uses her experience as a qualified teacher to plan and deliver interesting and challenging activities for older children, which support their learning well. However, on occasion, she does not successfully adapt her teaching to fully interest and engage younger members of the group.

Children develop good social skills and are confident to interact with others. They express their thoughts and feelings in appropriate ways, lead their own play and enjoy taking part in activities led by adults.

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

- The childminder reviews her practice to identify where she can improve the experiences and outcomes for children. She seeks the views of parents and uses these to help plan changes to her service. For example, she has broadened the variety of healthy meals she provides for children.
- Children learn good hygiene routines such as when to wash their hands and how to use the toilet independently. The childminder uses consistent praise and encouragement to help children feel confident and become independent. For instance, she supports them to keep trying as they learn to put their own shoes on.
- The childminder supports children's literacy skills well. She reads to them each day and provides interesting activities and props, which help to develop children's vocabulary and understanding of stories.
- Children enjoy listening to stories and talk about the things they have seen and learned from books. They practise making marks and begin to recognise letters of the alphabet, linking these to the sounds that they represent.
- The childminder has a good understanding of how children learn. She assesses what they know and can do when they join her setting and uses this information to plan for their future learning. She reviews their development regularly and discusses this with parents, helping them work together to support children's good progress.

- Parents give highly positive feedback on the childminder's service. They comment on how the childminder uses a range of effective ways to exchange information about children. These include daily diaries in which she records the children's routines and activities.
- The childminder provides a good selection of high-quality toys and resources for children. She generally plans the learning environment well, to ensure that all areas of children's learning are supported, particularly for pre-school children. However, on occasion, there are fewer choices available for younger children and babies.
- Children develop important skills and knowledge to support their understanding of mathematics. For instance, they explore size as they work out which cars are able to fit down a narrow ramp without getting stuck or falling off. Children learn to fit shapes together through activities such as jigsaw puzzles and explore numbers as they count how many pieces they have fitted and how many remain.
- The childminder responds to children's individual interests and helps them to develop an understanding of the world around them. For example, children were interested in finding insects and other minibeasts in the garden. The childminder supported this by providing books, which helped the children to learn more about the creatures they had found.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she receives appropriate training to help her safeguard children. She checks her home each day, to ensure that it is safe and suitable for children. The childminder demonstrates a good understanding of the signs which might indicate a child is at risk from harm. She knows what to do if she has a concern about a child and how to report safeguarding allegations.

What does the setting need to do to improve?

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

- develop further the opportunities for babies and younger children to make choices about their play and the resources they wish to use
- consistently adapt teaching to ensure that activities and resources fully engage children of different ages and abilities.

Setting details

Unique reference number	EY542827
Local authority	Havering
Inspection number	10090049
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2016. She works with her husband, who is also a registered childminder. She provides care all day, three days per week, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector spoke to the childminder to check her understanding of the welfare and learning requirements. She observed and spoke to children and considered their views and experiences.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector looked at a range of documentation, including policies and procedures, health and safety checks and children's records.
- The inspector looked around the areas used for childminding purposes.
- The inspector spoke to parents and looked at parents' written feedback to assess their views.

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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