

# Childminder report

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Inspection date: 19 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

Children become very familiar with the childminder and her assistant, and consequently feel comfortable and safe in the setting. They freely explore the environment and choose the resources they would like to play with. The childminder and her assistant follow the children's lead, which helps children to become engaged in their learning. The childminder regularly has meetings with her assistant to evaluate practice, activities and resources. This helps them to identify training needs and inform the planning for the future. They look at what children like and can do and how they learn best. Children display good behaviour, playing together, sharing resources and ideas during play. They share scissors and tweezers when playing with pasta, watching what they can do with the tools. When investigating the plants in the garden, children talk about what they see with the assistant, using a good range of words for their age.

The childminder and her assistant expect every child to make good progress in their development and close any identified gaps in their learning. They work effectively with parents and other professionals to help children reach their next steps in learning. Children have a positive attitude towards learning as they eagerly explore the resources and activities available to them. They thoroughly enjoy the water play, transferring water and pouring it out or using brushes to make water marks on the patio.

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

- The childminder and her assistant regularly come up with new ideas to support children's learning. They have created a picture board where children can choose which songs they want to sing. This especially supports those children who are just starting to develop their speaking skills.
- Children have daily opportunities to access learning both indoors and outdoors. The childminder supports children's healthy lifestyles by providing healthy and balanced meals and snacks and helping children to develop good personal hygiene skills.
- The childminder helps children to develop good communication skills. She skilfully initiates conversations and implements story and singing time into their routine to help children increase their vocabulary.
- On occasion, the childminder and her assistant do not provide children with the opportunity to find things out for themselves. Children who are curious do not always have sufficient time to think before adults supply the answer. This does not help children to develop their thinking and problem-solving skills.
- The childminder plans activities according to the different ages effectively. For example, when playing outdoors with the water, every child was engaged in learning. The youngest felt and splashed the water, and the older children used

brushes to make marks and talked about their drawings. This helps children to develop a positive attitude towards learning and exploring as the younger ones eagerly observe what the older children do and try to copy them.

- Children settle in very smoothly. The childminder ensures that she shares her values and vision with the parents so that they know what to expect. The settling-in period is tailored to the needs of the child to ensure their emotional development and attachment are secure. Children build strong relationships with the childminder and her assistant, going for cuddles after they just woken up or when they are upset. This supports their emotional development and personal well-being.
- The childminder ensures that children are safe and explains why they have to do things, such as tidy up to create more space to walk safely. However, at times, she and her assistant do not give clear instructions to children on how to use tools in the correct and safe way. For example, when exploring the pasta, children do not know what to use the tweezers for and start running around with the scissors.
- The childminder implements learning experiences for children to extend their understanding of the wider world. She regularly takes them on outings, for example to the farm where they can see and learn how farm animals live.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her role and responsibility to ensure children are in a safe learning environment indoors and outdoors. She checks for any hazards before children start playing in the garden. The childminder makes sure that she plans training, such as paediatric first-aid training, on time to ensure there are no gaps and the requirements are continuously met. The childminder and her assistant know the signs that could indicate that a child is at risk of harm and what procedures to follow. They have a safeguarding display board in place to ensure everyone is aware of the procedures and who to contact.

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

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

- provide children with more opportunities to think for themselves and solve problems independently to further develop their learning
- build further on teaching skills to help children learn and understand how to use tools in a safe way and why this is important.

## Setting details

<b>Unique reference number</b>	EY222968
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10100439
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 February 2019

## Information about this early years setting

The childminder registered in 2002 and lives in the Ilford area, in the London Borough of Redbridge. She operates all year round, from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Anja Eribake

### Inspection activities

- The inspector looked at the areas of the home used for childminding purposes and discussed the aim of the provision as part of the learning walk.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, her assistants and the children at appropriate times during the inspection.
- A joint observation was completed by the inspector and the childminder to evaluate the quality of care and teaching.

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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