

Childminder report

Inspection date: 24 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting and enjoy their time with the childminder. A safe and welcoming environment helps children to feel secure and settle quickly. Children develop positive attachments with the childminder, who is kind and caring. They laugh with her as they engage in a variety of activities and play turn-taking games, such as pushing a truck to one another. The childminder is a good role model. She listens to children and builds on their ideas in play. They mirror her example, displaying positive listening skills and behaviour. Children respond to the childminder, following instructions well. However, occasionally the childminder does not give children enough time to process what is happening next. Although she organises the daily routine well, she does not consistently make this clear for children. The childminder's high expectations for children's progress ensure that she challenges them effectively. She creates a stimulating environment with resources that capture children's imagination and encourages them to develop their problem-solving skills successfully. For example, a sorting and posting activity helps younger children identify colours, shapes and numbers. The childminder makes every effort to provide an inclusive setting and considers the needs of individual children. She learns key words in children's home language, to help support their communication skills well.

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

- The childminder is highly skilled and creative at organising an environment for children to explore and investigate. She considers what children need to learn and what they are interested in, to help provide a challenging curriculum. Children have a positive attitude to keep trying to achieve complex tasks. The childminder models how to use tools such as tweezers, tongs and small spades. This encourages children to practise their small movements and helps them develop their hand-to-eye coordination successfully.
- The childminder talks to children about 'small', 'medium' and 'big', and 'more than' and 'less than' as they transfer conkers and pine cones between buckets and cardboard tubes. This helps build on children's early mathematical understanding well.
- Children are independent learners who enjoy opportunities to manage their own self-care needs. For instance, young children blow their own nose and dispose of the tissue correctly. They develop skills such as mastering zips on coats. This helps them develop key skills needed for future learning.
- The childminder supports children to recognise letters in a peg puzzle and introduces new stories before children sleep. However, she misses opportunities to foster a real enjoyment of exploring books and various reading materials. Books are not made easily available for young children to freely access. Building on this would promote early literacy skills even further.

- The childminder includes the views of parents to contribute to evaluating her provision. Parents speak highly of the service she offers. The childminder reflects on practice and accurately recognises strengths and areas for improvement. For instance, she identifies that expanding on her secure knowledge of how to support children's development well, such as accessing further training, would continue to strengthen her provision.
- Partnerships with parents are extremely effective in supporting children's learning and development. For example, the childminder ensures that required assessments are shared between herself, parents and other settings that children also attend, to build continuity for each child. Next steps are planned based on children's capabilities and what they need to learn next. This consistent practice of sharing next steps between home and each setting, contributes to children developing well and being prepared for their next stage of learning.
- The childminder enhances children's communication and language skills, building on their vocabulary well. For example, when young children mould animals out of dough and say 'duck', she adds to this, 'yes, duck, yellow duck'.
- Children are fascinated to learn about the world around them as they choose which tomatoes are ripe enough to pick for snack. The childminder reminds children about planting and watering the vegetables they are growing and encourages them to explore the outdoor environment in all weathers. Children develop a positive attitude to making healthy choices and caring for their body.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of potential abuse. She is alert to signs that a child may be at risk of extreme ideas and views. She knows the procedures to follow to escalate concerns about a child's welfare.

What does the setting need to do to improve?

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

- develop strategies to help children understand daily routines and prepare for what is happening next
- make a range of reading material available for children to easily access, to further promote an enjoyment of books.

Setting details

Unique reference number	EY454701
Local authority	Redbridge
Inspection number	10104789
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2012. She lives in Ilford, in the London Borough of Redbridge. The childminder operates Monday to Friday from 7.30am to 6.30pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector observed the quality of interactions between the childminder and the children.
- The inspector and the childminder completed a 'learning walk' around the setting and discussed how the environment is organised to support children's learning.
- The inspector sampled a range of documentation, including policies, training certificates and observation records.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector held discussions with the childminder and children at appropriate times, and took account of parents' views in written format.

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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