

# 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

The childminder provides children with a comfortable and welcoming environment. She and her assistants know children well. They are attentive towards them, which helps children to settle quickly. Children are happy and feel secure. They have strong bonds with the staff and one another. The childminder works closely with her assistants to promote a shared approach to managing children's personal and emotional development. Staff are good role models and have high expectations. Children are challenged and praised. They behave well and make good progress in preparation for school. The childminder provides a good range of toys and activities, inside and out. Children choose their play and decide how to extend their learning. For example, they enjoy drawing indoors then take the tools outside, where their drawing opportunities expand. The childminder plans ongoing outings that help children to learn about their community and the world. Children benefit from uninterrupted opportunities to play. Younger children enjoy plenty of space, time and support as they master their walking and running skills outside. Older children explore the playground equipment while being taught about how to keep safe. Children develop their physical skills, strength and confidence. The childminder works with her assistants to monitor children's progress. They keep parents informed about their children's learning and provide continuous support between home and the setting. Links with other settings that children attend are less well established, as are arrangements for staff development.

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

- Children learn to become independent. They are eager to feed themselves during meals, enjoy washing their hands and swiftly learn to use the toilet. The childminder and her assistants celebrate children's achievements. Children enjoy learning and spending time with them.
- The childminder provides daily opportunities for exercise and fresh air. Children benefit from healthy meals, snacks and accessible drinking water. The childminder works with parents to develop her menus for the setting, and children learn about the importance of living healthy lifestyles.
- The childminder and her assistants observe and assess children's skills. They know what children need to learn next and plan activities based on this knowledge. For example, children learned new vocabulary during an engaging singing session. They excitedly sang, copied actions and learned sign language. Children have fun and learn through play.
- The childminder knows children's backgrounds and uses this information effectively to boost their self-esteem. Children develop a sense of belonging at the setting. They learn about where they come from, other cultures and languages during activities.
- Teaching is good. The childminder and her assistants promote children's

interests well during play. For example, they extended children's skills as they enjoyed playing with a ball. Children concentrated well as they learned to throw and catch the ball. They were continuously praised and eager to try again.

- The childminder knows the importance of teaching children to communicate their needs and ideas. Children are confident and social. They show secure progress across all areas of learning, including those in receipt of additional funding and those who speak English as an additional language.
- The childminder ensures that hazards are minimised and conducts daily risk assessments of the premises and for outings. She understands her duty to keep children safe.
- The childminder has taken the necessary steps to meet the actions identified at her last inspection. She shows a secure capacity to improve the quality of provision and works with parents to gain their views. The childminder is also welcoming of external support where necessary and undertakes training to help her develop her skills, knowledge and practice with children.
- There is capacity to further develop the procedures for the ongoing supervision, monitoring and training of the assistants to ensure they have continuous opportunities to enhance their skills.
- The childminder does not share enough information about children's learning with other settings that they attend. Children do not fully benefit, therefore, from continuous support for their needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed her knowledge and understands the importance of ensuring that those working with children, and/or living in the household, are suitable. She has developed procedures to conduct induction training with her assistants. This helps to ensure that they understand her policies, including the safeguarding procedures. The childminder and her assistants show a secure understanding of the possible signs and symptoms of abuse. They know how to make referrals where there is concern about a child or about other adults. The childminder understands her duty to protect the children in her care.

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

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

- ensure that the assistants have ongoing supervision, support and training to continuously develop their skills and teaching, for the benefit of children
- extend the links with other settings that children attend to ensure ongoing information is shared in order to provide children with continuous support for their needs and learning.

## Setting details

<b>Unique reference number</b>	EY550749
<b>Local authority</b>	Havering
<b>Inspection number</b>	10105047
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	11 April 2019

## Information about this early years setting

The childminder registered in 2017. She operates from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The childminder works with assistants.

## Information about this inspection

### Inspector

Karinna Hemerling

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. She assessed the quality of activities and resources available for the children.
- The inspector held discussions with the childminder about the suitability of household members and assistants. She also looked at the training certificates and information about the qualifications of the childminder and her assistants.
- The inspector took account of the views of parents as provided in written feedback.
- The inspector had a learning walk with the childminder. She discussed the curriculum offered to children at the setting.

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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