

# Childminder report

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Inspection date:

2 October 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

The childminder has created a caring, safe and stimulating setting. Children show that they feel secure and at ease in her home. For instance, when they arrive at the childminder's house, children confidently put away their belongings and quickly become engaged in activities. Children of different ages form firm friendships with others who attend the provision. They happily play together and enjoy learning from each other. For example, older children teach their younger peers how to play table tennis and help them to keep an accurate score. Children develop secure relationships with the childminder and her family. They eagerly chat to the childminder, sharing details of their experiences at home and at school. The childminder asks children about their individual interests and finds out about what they are learning at school. She uses this information when she plans activities and experiences for children, such as a topic on space or resources relating to autumn. This helps children to develop their interests and ensures that they continuously build on what they already know. At times, however, the childminder misses opportunities to further support children's independence.

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

- Children have a choice from a wide range of toys, resources and activities. They are creative and show high levels of concentration and care in their work. This was evident when children crafted colourful mosaics by pressing coloured tiles and stones into clay. They thoughtfully considered the colours they would use as they created complex patterns and pictures.
- The childminder understands her responsibility to promote healthy lifestyles for children. She teaches them to follow good hygiene routines and provides them with healthy snacks and meals.
- On occasion, the childminder misses opportunities to support children's independence and personal skills as effectively as possible. She does not encourage them to serve themselves at snack times or assist with simple chores.
- Children of different ages play together harmoniously and behave well. They show that they are aware of rules and behavioural boundaries, and they manage their own feelings in appropriate ways, such as through discussions and negotiation. Children ensure that they play games fairly, share toys and take turns independently.
- The childminder is well organised and has a secure understanding of her role and responsibilities. She reviews her provision well and takes account of the views of children and parents. The childminder also seeks ideas and guidance from other childcare professionals, to further develop her professional skills. She makes effective plans to improve her provision and further enhance children's learning and enjoyment.

- Children say that they enjoy spending time with the childminder and her family. They particularly like the opportunities for being active as they play outdoors in the childminder's garden. Here, they occupy themselves with games such as football or use the swings and trampoline to help develop their physical skills.
- The childminder forges strong relationships with parents and with staff at the schools that children also attend. This helps to provide good continuity in children's care and education.
- Parents provide highly positive feedback on the childminder's service. They say that she is 'friendly' and 'open', which allows them to communicate effectively and share important information about their children. Parents comment that their children are enthusiastic about going to the childminder's house and enjoy the range of activities she provides.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends training to help her maintain a secure understanding of safeguarding issues. She knows how to recognise signs that a child may be at risk from harm and understands the procedures she must follow to report any concerns about children's welfare. The childminder assesses risks to children in her home and when outdoors with them. She puts in place effective procedures to help protect children. The childminder understands that children need to learn how to keep themselves safe. She teaches them procedures to help with this, such as how to check for vehicles before crossing roads. She also encourages children to begin to assess risks, such as where it is safe to play football in her garden.

## Setting details

<b>Unique reference number</b>	EY487033
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063506
<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>	5 to 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	16 May 2016

## Information about this early years setting

The childminder registered in 2015. She operates between the hours of 7am and 7pm each weekday. The childminder currently provides care for children before and after school, during term times.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- The inspector spoke to the childminder to check her understanding of the welfare requirements and her knowledge of children's individual needs.
- Observations were carried out to help assess the quality of the teaching, activities and resources, and how effectively these meet children's individual interests and learning needs.
- A range of documentation was reviewed, including policies and procedures, health and safety checks and children's registration records.
- The inspector conducted a learning walk in the areas used for childminding purposes, to ensure that they were safe and suitable.
- The inspector had discussions with children and some parents. She also 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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