

Childminder report

Inspection date: 28 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment. Children demonstrate that they feel safe and secure. They readily go to her for cuddles when they need reassurance. They seek her to join in their games and sit close to her during play, clearly sharing positive relationships. The childminder has high expectations of children and they respect her rules and boundaries. She places emphasis on developing children's social skills. They attend regular playgroups, where they meet other children of a similar age. They enthusiastically join in singing nursery rhymes with the childminder, which develops their language and communication skills. Children show good levels of concentration and engagement in activities. They are confident and assertive. They lead their own play and demonstrate a can-do attitude towards their learning. They become absorbed in imaginative activities and show determination as they refine their physical skills. Children develop their literacy and mathematics skills well. For example, during story time, they are eager to count and point out the main characters. Children have fun as they learn, and in turn, they are willing to try new things. For instance, they request assistance to learn how to operate a new toy. They learn about keeping themselves safe. For example, they develop an understanding of potential dangers, such as crossing roads.

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

- The childminder has strong partnerships with parents. She works closely with them when children first join her setting to identify children's starting points. She establishes an effective two-way flow of information with parents, and with other providers that children attend, to provide children with continuity in their care and learning. Parents speak highly of the childminder. They state that their children thoroughly enjoy their time with her and that she 'goes the extra mile' to provide the best care for children.
- The childminder is committed to keeping her professional skills updated and regularly attends training. She is part of a network of childminders, who meet to share information. They discuss changes in childcare to help support each other to continually improve their practice.
- The childminder uses her observations of children's learning to assess and build on their progress. However, at times, she does not target children's next steps in learning precisely enough to help direct her teaching as fully as possible. Children continue to develop good knowledge and skills from their starting points and make good progress. They engage in a varied range of activities and real-life experiences. They chop grapes in half for their lunch, and when in the garden, they use binoculars to gaze at birds.
- Children are developing a detailed knowledge of the world around them. The childminder plans exciting experiences. For example, they visited a Sikh place of

worship and tasted the food provided. Children enjoy looking at tropical fish in the childminder's home. She plans to visit the local pet shop to learn about other types of fish. Children have many opportunities to learn about the natural world. For instance, they learn to plant and look after watercress and sweet peppers.

- Children are imaginative and experiment with how they use resources. For instance, they bang a small steel pan and wooden piano simultaneously and sing different nursery rhymes. During story time, they imagine they are a butterfly, where they move around and flap their arms.
- Children are keen to do things for themselves. The childminder helps them to develop independence in their personal hygiene and self-care routines. She gives clear explanations to help children to understand why and when to wipe their nose, and when to wash and dry their hands. Children have many opportunities to develop an understanding of healthy lifestyles. For example, they benefit from active activities in the garden and drink water regularly.
- Children benefit from exercise to strengthen their physical skills. They enjoy regular opportunities to play in the park. They develop control of their bodies and good coordination skills. For example, they throw hoops, and climb up the slide and come down.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and knows about the possible signs that indicate a child is at risk of harm. She keeps her knowledge of safeguarding updated and understands the procedures to follow if she needs to seek further help and report a concern about a child's welfare. The childminder teaches children how to remain safe. For example, they learn about how they must hold hands when going on trips or outings. Children are kept safe at the setting because the childminder is vigilant and supervises them well at all times.

What does the setting need to do to improve?

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

- sharpen planning to identify more specific and targeted next steps in children's learning.

Setting details

Unique reference number	EY309013
Local authority	Redbridge
Inspection number	10128433
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 April 2015

Information about this early years setting

The childminder registered in 2005 and lives in Chadwell Heath, in the London Borough of Havering. She operates from Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The childminder and the inspector observed children's learning during activities, and talked about the childminder's curriculum and the impact this has on children's knowledge and skills.
- The inspector observed children participating in a range of activities indoors and outside.
- Parents provided their written views of the childminder's service, which the inspector took account of.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including evidence of the suitability of persons living in the household.

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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