

Childminder report

Inspection date: 25 November 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

Children feel safe and form positive attachments with the childminder. Her gentle nature creates a sense of calm that helps children to settle well. Children understand what is expected of them and know their boundaries. For example, they carry their shoes through the house to put them on by the back door before going into the garden. They show respect for one another, rules and their environment. This helps them to feel secure. The childminder skilfully creates an ethos that helps children to learn about cultures and experiences beyond their immediate lifestyle. She encourages children and their families to share their backgrounds, including learning about traditional dress and foods. This encourages children to understand and appreciate their similarities and differences well. The childminder's ambitious curriculum is carefully designed to support all children to make good progress. The childminder places value on fostering children's love of books. For instance, an effective home reading system encourages children to choose books for enjoyment and share them with their family. Children then recap the story with one another. This contributes to building children's self-esteem and enhances their early literacy skills successfully. Children are happy and enjoy making choices about their own play.

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

- The childminder is reflective. She includes the views of parents and her assistant to evaluate the provision and consider areas to develop. The childminder ensures that she continually builds on her own skills and knowledge to help enhance her practice. Recent training on children's mental health helps her to consider how to enhance children's emotional well-being successfully.
- Effective partnerships with other early years provisions that children attend contribute to building a continuity of care. For instance, the childminder liaises with other settings regarding their focus each term, and considers how to incorporate this in her curriculum planning to support children to reach their next steps. Such partnership working, and the childminder's high expectations of what children can achieve, helps to build on their learning well.
- The childminder ensures a variety of activities are available for children to explore. However, she occasionally moves children on to new activities without giving them sufficient time to investigate or discover how to solve problems. For example, after rain, the childminder quickly dried equipment to prevent accidents. She missed an opportunity to encourage children to consider how they could make the climbing frame and slide safe and to set about drying them.
- The childminder promotes children's physical development well. She ensures children have opportunities to stretch, balance and climb in the well-resourced garden. The childminder talks to children about the fruit they eat being good for them. This helps children to learn about making healthy choices and how

exercise has a positive impact on their bodies.

- Children benefit from positive interactions with the childminder. For example, she skilfully uses a cornflour activity to expand on children's vocabulary. She talks to them about the 'soft' flour, asks if the water feels 'warm' or 'cool', and discusses how the mixture feels 'sticky'. Children's communication and language skills are continually improving. Children happily take turns and wait patiently for their turn with the tools. They display excellent behaviour and polite manners.
- The childminder uses a range of games to enhance children's mathematical development. She engages children in songs, such as 'Five little monkeys jumping on the bed,' as they shake the parachute and watch the balls fall off. She encourages children to count and consider how many balls are left. This helps to improve their understanding of mathematical concepts.
- The childminder uses accurate observations and assessments to help her identify when children may need additional support. She understands the referral processes to help secure interventions such as speech and language support. She uses her secure knowledge of the early years foundation stage and considers what children need to learn to make progress towards their early learning goals. This has a positive impact on children's overall development.
- The childminder sometimes misses opportunities to help children investigate further and consider how to solve problems.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and has robust policies in place. She ensures that she and her assistant attend child protection training and supervision meetings to keep their knowledge up to date. The childminder is alert to signs and symptoms of possible abuse, including when a child may be exposed to extreme ideas and views. She knows the procedures to follow to escalate any concerns regarding 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:

- allow children more time to engage fully in experiences that will help them to develop an inquisitive mind and extend their problem-solving skills.

Setting details

Unique reference number	EY389814
Local authority	Havering
Inspection number	10128479
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	8 June 2015

Information about this early years setting

The childminder registered in 2009 and lives in Harold Hill, in the London Borough of Havering. She operates Monday to Friday from 7am to 6.30pm all year round, except for public holidays and family holidays. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- 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 and the childminder carried out a joint observation of a focused activity.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' written views.
- The inspector sampled a range of documentation, including training certificates, policies, planning documents and observation records.

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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