

Childminder report

Inspection date: 2 December 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 wonderful home-from-home environment the childminder creates helps children to settle well and feel secure in their surroundings. Her infectious energy and cheerfulness contribute to engaging children in play successfully. Children build positive attachments with the childminder and respond to her well. They mirror the examples set for behaviour and are kind and considerate to one another. Children enjoy opportunities to engage in focused activities, such as story sessions, as well as having freedom to make choices about their own play. The childminder builds on children's ideas well. For instance, she requests a few food orders at a time as children pretend to run a hotdog stand. This helps enhance children's memory and ability to recall information. However, the childminder occasionally misses opportunities to include a range of age-appropriate technology in children's play. The childminder provides a fantastic outdoor environment for children to explore. Children have opportunities to develop their physical skills on challenging climbing equipment and slides. The childminder has worked hard since her last inspection to strengthen partnerships with parents and support them fully to enhance children's development. For example, she has attended children's speech and language sessions at parents' request and shared information and strategies with them to improve children's communication skills successfully.

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

- The childminder has a secure knowledge of the early years foundation stage requirements. She is skilled at using observations and assessments to inform planning that focuses on children's abilities. Her ambitious curriculum challenges children well, overall, to support them to make progress towards their early learning goals.
- The childminder engages children in various mark-making activities, such as 'scratch' art and using pens filled with water. Children see the marks they make in colourful ways. This contributes to young children developing early writing skills well.
- Self-evaluation is accurate. The childminder's reflective approach helps her to make effective improvements on an ongoing basis. She consistently reflects on the impact activities have on children's development to consider how to adapt them to benefit children's learning.
- The childminder encourages children to develop their imaginative skills well in various role-play experiences. She promotes their creative thinking and builds on their language when they pretend to be different characters in the kitchen or at the food stall. She does not consistently provide children with opportunities during everyday play to understand how to use technology devices, such as cameras, calculators or music systems, to further support their learning.
- Effective systems for professional development contribute to enhancing the

childminder's knowledge of how children develop. For example, training, around the steps to take to support children to thrive, helps the childminder reinforce positive interactions and supports children's emotional well-being successfully.

- The childminder considers the needs of each individual child when organising her provision to help maintain high-quality childcare for all who attend. She skilfully fosters relationships between children to develop their social skills well.
- The childminder has a good understanding of how to build on children's mathematical development as they practise other key skills. For example, when children enjoy intricate challenges, such as fitting keys into the correct slot on the tractor, the childminder talks to them about the colours, sizes and shapes they are matching. She helps them develop good perseverance and determination. Children are eager to 'have a go' and are well motivated to learn.
- Children understand boundaries and expectations for behaviour well. They know the rules when out and about to help them learn about risk and road safety. They respond well to the childminder and are beginning to develop the skills to voice their own opinions confidently.
- The childminder's enthusiasm for sharing songs, rhymes and stories with children helps to engage them well. She talks to children about feeling 'out of breath' after a jumping song and needing to drink water. She supports children to understand the effect of exercise and water on their bodies and helps them to make healthy choices. This has a positive impact on children's overall well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She is vigilant and ensures ongoing risk assessments contribute to keeping children in her care safe. The childminder completes regular training to help keep her knowledge up to date. She is alert to signs and symptoms of potential abuse, including indicators that a child may be at risk of extreme views and behaviours. She has robust policies in place and knows the procedures to follow to escalate 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:

- Further develop opportunities for children to understand how technology can be used for particular purposes and to support their learning.

Setting details

Unique reference number	EY376504
Local authority	Havering
Inspection number	10128470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2014

Information about this early years setting

The childminder registered in 2008. She lives in Upminster in the London Borough of Havering. The childminder operates Monday to Friday from 7.45am to 6pm. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

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