

# Childminder report

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Inspection date: 22 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children form secure bonds with the childminder. For example, they go to her for cuddles and reassurance if they are unsure of something or become distressed. Children are becoming independent and confident learners. For example, babies move around the play areas confidently, exploring toys and finding out how things work. Children learn to understand what behaviour is acceptable and what is not. They have formed good friendships with other children who attend the setting and play nicely together. The childminder has a clear understanding of the early years foundation stage curriculum and sets high expectations for all children. Children benefit from a range of interesting activities and learning experiences that support their development well. For example, babies become excited as they sing and dance to nursery rhymes and shake various musical instruments. In addition, children enjoy going on nature walks to collect leaves and watch birds, which helps to foster their interest in the natural world and build on their understanding of the world.

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

- The childminder is committed to improving her practice. For example, she has attended several training events since her registration and implements what she has learned to improve on children's outcomes.
- The childminder and her co-childminder have effective strategies in place for working with parents. For example, they consistently share information about children's care and learning and provide ideas for parents to support home learning to help strengthen continuity and consistency. In addition, they seek and act on the views of parents when evaluating the effectiveness of the provision to help drive improvements. Parents are extremely happy with the service they receive.
- The childminder understands the way children learn and provides an ambitious curriculum to help children make very good progress. For instance, she provides an exciting range of resources and activities that capture children's interest and motivate them to learn. However, she does not always organise the play areas well to help stimulate younger children's curiosity.
- The childminder uses effective teaching strategies to develop children's speaking, listening and vocabulary skills. For example, she asks thought-provoking questions and allows children time to respond to questions asked. Moreover, she shares many stories with the children and uses props alongside them for greater enjoyment and to build children's enthusiasm for books.
- The childminder uses her expert knowledge of assessment well to monitor the progress children make, and plan to meet their individual learning needs. However, she has not fully explored how she can extend on this to precisely monitor and identify gaps in the provision.

- Children settle well in the welcoming learning environment and feel safe. The childminder and her co-childminder are warm and spend quality time with children when they start. They treat children as individuals and pay careful attention to their care needs to help them settle in smoothly.
- The childminder and her co-childminder provide children with healthy meals and regular access to outdoor play. They follow good hygiene routines and ensure that the play areas are clean to help promote children's health.
- Children behave well for their age. The childminder and her co-childminder follow a consistent approach to manage children's behaviour. They use effective and age-appropriate strategies, such as distractions and explanations, to help children to learn what is expected of them.
- The childminder and her co-childminder prepare children well for life in modern Britain. For example, they take children into the local community to interact with people who are different from them. They extend this through role-play activities, festivals and celebrations. This helps children to become familiar with different cultures and appreciate diversity.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have a good knowledge and understanding of child protection. They can easily identify if a child is at risk of harm and know what action to take to safeguard their welfare. They monitor children's attendance closely and are aware of their duty to prevent and protect children from being exposed to situations that may put them at significant risk of harm. The childminder and her co-childminder attend regular safeguarding and child protection training to keep their knowledge up to date. They keep documented records on children, as required, and share these with parents to help support their 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:**

- review and improve the organisation of resources in the play area to further stimulate younger children's interest and curiosity
- make greater use of the rigorous assessment systems to monitor all aspects of the provision to precisely identify areas where improvement can be made.

## Setting details

<b>Unique reference number</b>	EY550845
<b>Local authority</b>	Havering
<b>Inspection number</b>	10143526
<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>	1 to 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Hornchurch, in the London Borough of Havering. She operates during term time from 7.30am to 6pm, Monday to Friday. The childminder is a qualified teacher. She works with a co-childminder.

## Information about this inspection

### Inspector

Josephine Afful

### Inspection activities

- The inspector observed activities and interactions between the childminder, her co-childminder and children and assessed the impact on children's learning.
- The inspector completed a learning walk of the play areas and discussed with the childminder how she organises and implements the early years foundation stage curriculum.
- The inspector viewed relevant documentation, including evidence of the childminder's suitability and paediatric first-aid qualification.
- The inspector read letters and questionnaires that had been completed by parents and took account of their views.
- A joint observation was conducted by the inspector and the childminder.

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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