

# Childminder report

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Inspection date: 22 January 2020

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<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 feel secure, happy and content in the childminder's care. They are curious and display high levels of confidence as they play. For example, babies maintain good engagement while using chopsticks and wooden spoons to mix cooked noodles. The childminder has a clear intention for children's learning and implements the early years foundation stage curriculum well to help children make good progress. She sets high expectations for all children's learning and plans relevant activities to support their progress. For example, the childminder is keen to support babies to master their walking skills and therefore allows them to move around freely and practise walking with the aid of push-along toys. Children are developing good coordination and independence skills. Babies can feed themselves independently and begin to learn how to use cutlery. In addition, they enjoy turning pages in a book and listening to stories, developing their love of reading at an early age. Babies respond well to sounds and begin to use single words. Children develop good emotional skills and behave well for their age.

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

- The childminder and her co-childminder have effective strategies in place for partnerships with parents. For example, they consistently share information about children's care and learning, and provide ideas 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.
- Children settle well in the welcoming learning environment and feel safe. The childminder and her co-childminder welcome children warmly and spend quality time with when they first start. They treat children as individuals and pay careful attention to their care needs to help them settle in smoothly.
- The childminder monitors children's progress effectively, which helps to identify any gaps in their learning. She uses this knowledge well to plan for each child's unique learning needs. Children take part in exciting and challenging activities that are matched to their development. As a result, they make consistently good progress in their learning.
- Overall, the childminder supports children's communication and language development well. For example, she regularly comments on what children are doing, introduces new words and repeats them to help to support babies' emerging language. However, on occasions, she does not seize every opportunity that arises during children's play to encourage them to talk and respond to her questions.
- The childminder and her co-childminder give clear expectations for behaviour and encourage children to share and take turns. This contributes positively to the way children behave. They provide healthy foods and encourage children to

drink plenty water to help them keep hydrated. This supports children's physical well-being effectively.

- 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.
- The childminder and her co-childminder have not yet explored how they can use their current assessment systems to monitor all aspects of the provision to precisely identify areas that they can improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her co-childminder work closely together and implement robust safeguarding procedures to help keep children safe. They know what action to take should they have any concerns about a child's welfare, including their responsibilities under the 'Prevent' duty. They complete thorough risk assessments to eliminate potential hazards to help children play in safe learning environments. They keep required documentation about children, including information about accidents and medications, and share this with parents to help to support children's welfare.

## **What does the setting need to do to improve?**

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

- prioritise professional development to help improve teaching techniques and raise the quality of interaction to the highest level
- 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>	EY550872
<b>Local authority</b>	Havering
<b>Inspection number</b>	10143527
<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 7
<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. She works with a co-childminder in Hornchurch, in the London Borough of Havering. She operates during term time from 8am to 6pm, Monday to Friday.

## 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.
- A joint observation was conducted by the inspector and the co-childminder.
- 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.

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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