

Childminder report

Inspection date: 14 January 2020

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

The provision is good

Children are happy at the childminder's home. They move around freely to explore with the resources, and show high levels of independence. Children demonstrate positive attitudes to learning, and they are clear about their own interests. Children learn to make decisions about their play and the resources that they want to use. Children develop their communication and language skills effectively. For example, they learn to express themselves in different situations, confidently. For example, children speak clearly and use sentences when communicating with others. They respond to simple instructions, and generally behave well. Children begin to share resources and play with younger children. The childminder has high expectations for children's behaviour. She encourages positive behaviour and she teaches them right from wrong. For instance, the childminder encourages children to be kind and caring, and to play nicely with each other. Children are active. They develop their physical skills well and demonstrate good mobility, balance and coordination. Children make good progress with their development and they acquire the skills required for the next stages in their learning, including their move on to school. For example, children show keen interest in stories and develop their early writing skills well.

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

- The childminder observes and assesses children's learning and development effectively. She is clear about their initial starting points and the progress that they make in her care. The childminder shares this information with parents and encourages them to extend their children's learning at home. As a result, children make good progress in their development.
- The childminder provides stimulating resources that meet individual children's interests. Consequently, children spend a long time exploring on their own and showing preference for their favourite toys. For example, children enjoy dressing up as doctors. They pretended to check the temperature of their patients before putting a plaster on their cut. Children learn to use their imaginations well.
- The impact of teaching is good. The childminder's skilful interaction with children during their play helps to strengthen their communication skills. For example, the childminder asks simple questions to develop children's listening and speaking skills. The childminder supports children to learn new words and their meanings.
- The childminder supports children to develop their literacy skills effectively. Children choose stories for the childminder to read to them. They practise mark-making and they learn to recognise their name in print.
- The childminder acts as a good role model for children to copy and learn positive behaviour. She sets clear boundaries for them to develop a sense of right and wrong. The childminder makes children aware of the consequences of their

actions, and she reminds them to play cooperatively with each other.

- The childminder supports children's emotional well-being effectively. Children settle well and form close attachments with the childminder. Children welcome and value her praise, encouragement and reassurance during their play. This helps to strengthen their confidence and self-esteem.
- Children receive ongoing support from the childminder to strengthen their personal development. As a result, they learn to do small tasks and manage their own self-care needs. Children learn to wash their hands at appropriate times to keep themselves healthy and to avoid getting germs.
- The childminder provides good opportunities to support children's growing awareness of the similarities and differences between people in the local community. For example, children explore with small-world people, listen to stories and play with musical toys that reflect the diverse groups of people and culture.
- The childminder maintains her professional development and keeps up to date with changes to the sector. For example, she receives regular information from the local authority childminding coordinator and other registered childminders to help enhance her knowledge and skills.
- Parents provide positive written feedback about their children's progress. For example, they praised the support the childminder provides to their children to help strengthen their confidence and their speech and language development.
- The childminder has addressed the recommendations from the previous inspection well. Nonetheless, she does not routinely evaluate her practice to identify and address areas of development to continually strengthen children's learning experiences.
- The childminder misses some opportunities to support and extend children's mathematical skills. For instance, more is needed to develop children's understanding of shape and measure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to safeguard and protect children in her care. She has a secure knowledge of child protection and wider safeguarding issues. The childminder is familiar with the procedures to report any concerns about children's safety to the relevant authorities. The childminder ensures parents receive a copy of her safeguarding policies and procedures, and they know what to expect from her services. She supports children's growing understanding of how to recognise risks during their play, and she reinforces to them how to keep safe. The childminder completes regular risks assessment of her home and she consistently supervises children in order to ensure their safety.

What does the setting need to do to improve?

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

- make better use of evaluation to routinely strengthen practice and children's learning experiences
- extend opportunities for children to further develop their understanding of mathematics, in particular about shape and measurement.

Setting details

Unique reference number	EY385984
Local authority	Havering
Inspection number	10063489
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 2008. She lives in Hornchurch, in the London Borough of Havering. The childminder operates her service on Monday to Friday, from 7am until 6pm, throughout most of the year. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, including the aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes and daily teaching and care practices.
- The inspector reviewed the childminder's paediatric first-aid training certificate, insurance policy and children's records of attendance.
- The inspector observed the quality of teaching and learning, and checked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of parents' written 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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