

# Childminder report

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Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 settled and happy with the childminder. They are relaxed as they play together and feel safe and secure. The childminder is friendly and caring. She encourages children to express themselves and celebrates their individuality. Children behave well and listen carefully to the childminder's clear and precise instructions. Children learn to understand each other's needs. For example, with the childminder's gentle guidance, older children find favourite toys for their younger friends. Children enjoy sensory play, as shown when they made marks with water on a large mat. They laughed together, making prints with their hands and feet and comparing sizes; they explored the marks as they dripped water and made trails as they moved around the mat. The childminder skilfully observes what engages children and provides enjoyable and stimulating activities to challenge them and support their good progress. For example, children enthusiastically join in with favourite stories, proudly exclaiming the new words they have learned. They dance together as they joyfully sing favourite songs, learning about rhythm and rhyme. The childminder is attentive to what children want. For example, when she sees that young children are doing actions from much-loved songs, she is quick to join in to delight the children.

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

- The well-qualified childminder has a good understanding of how children learn and develop across all areas of learning. She closely monitors their progress and builds on what they know to help support their developing skills.
- The childminder takes children on different outings in the local area to provide an interesting variety of environments and experiences. Children enjoy physical play in local play centres. They showed their excitement when spotting squirrels on a local walk. These experiences enhance their understanding of the world.
- The childminder is skilled at helping children as they develop their communication skills. She repeats words, gives clear instructions and uses questions effectively to encourage children's conversations. She welcomes the use of children's home languages, particularly when they are new to her setting.
- The childminder provides a varied range of good-quality resources for children to choose from. However, at times, there are too many toys laid out on the floor and this can restrict children's imaginative play. For example, children playing with toy vehicles did not have the space to move them around the room.
- Children learn to respect people from different backgrounds, such as when they hear different languages and learn about a varied range of festivals. They enjoy a variety of stories, including those showing people from different communities.
- Children learn how to do things for themselves from an early age. For example, children feed themselves, practise dressing and undressing and make choices about the healthy foods they like to eat. Children learn new skills for daily life.

For example, the childminder teaches children how to use the stairs safely. She involves children in making decisions about their routines and this helps them to manage small tasks and make appropriate choices.

- Consistent hygiene routines help children to learn how to keep themselves safe. The childminder explains why these routines are important, such as when they wash their hands before they eat.
- Children learn about shape, colour, number and size as they play. For example, children excitedly sorted toy ponies by size and colour. The childminder gently introduces these concepts for children.
- The childminder takes advantage of training opportunities to enhance her practice. For example, she has recently developed her safeguarding knowledge and her understanding of how to identify and manage certain behaviours. She gently helps children to avoid conflict using the skills she has learned. The childminder reviews her practice in a range of ways to give her ideas for new activities.
- The childminder works in partnership with parents and shares details of children's learning both at home and in the setting. She has, so far, not made such effective links with the other settings children attend to share aspects of children's progress with key persons.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate that a child is at risk of harm. She has kept her knowledge up to date, including how to recognise when a child might be vulnerable to extreme views or beliefs. The childminder understands the procedures to follow in the event of a concern about a child or should an allegation of abuse be made. The childminder carries out daily risk assessments to minimise safety hazards. She teaches children about how to keep themselves, and each other, safe.

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

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

- build on relationships with professionals at other settings children attend, to support a fully consistent approach to children's learning
- make best use of space and resources to provide more opportunities for children to develop their play.

## Setting details

<b>Unique reference number</b>	EY405893
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063451
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	18 November 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Hornchurch, Essex, in the London Borough of Havering. The childminder holds a relevant qualification at level 3. The childminder is available on weekdays during school terms.

## Information about this inspection

**Inspector**  
Lesley Hodges

### Inspection activities

- The childminder explained how she uses all areas of the setting.
- The inspector observed interactions between the childminder and the children.
- The inspector carried out a joint observation of an activity with the childminder and discussed her evaluation of the impact on children's learning.
- The inspector reviewed documentation, including evidence of the suitability of people living in the household.
- The inspector spoke with the childminder, children and parents at appropriate times during the inspection.

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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