

Childminder report

Inspection date: 27 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, settled and well engaged in this setting. They develop secure attachments with the childminder and frequently laugh and smile with her. Children turn to her for cuddles and listen to her when she explains what is happening next. They follow instructions well and are familiar with routines and boundaries. The childminder understands the importance of continually developing her skills and knowledge to ensure she is providing a high-quality provision. She has identified this as an area she would like to build on further. Parents speak highly of the positive impact the childminder has on children's progress, in particular how children's social skills have developed since spending time in her care. The childminder uses her multilingual skills well to work with children who speak English as an additional language. She communicates with them and supports their understanding effectively. For example, she uses songs and rhymes in both languages to extend children's vocabulary and build on their communication and language well. The childminder encourages children to share their own family experiences with one another and to engage in activities about other cultures, languages, food and traditions. She helps children develop a positive understanding of their similarities and differences.

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

- The childminder has worked hard since her last inspection to help children learn about the world around them and explore natural environments in a range of ways. For example, trips to local shops to buy fruit help children interact with others in the community. Children collect leaves and twigs during walks around the park to create their own dinosaur habitat. The childminder places dinosaur books with the figures and praises children when they match the two things up. She promotes an interest in books and a variety of reading material well.
- The childminder develops effective partnerships with other settings that children also attend. She liaises with staff members to help her understand what individual children are working on in their provision. This helps to build a continuity of care, learning and development.
- Self-evaluation is accurate. The childminder values parents' input and has improved her communication with them, such as through questionnaires and conversations to ascertain their views. Reflecting on practice, she identifies that she does not make the most of opportunities to enhance her professional development and continually improve the service she offers.
- Overall, the childminder has a good understanding of children's interests and what they already know, to help her consider what they need to develop next. However, sometimes these are quite broad areas of learning and are not specific enough to help her plan clear and precise next steps.
- Young children develop good self-care skills, such as mastering handwashing

independently. They know why it is important to wash germs away after touching pets or before handling food. Children are beginning to understand about not wasting water and how to care for the environment.

- Overall, the childminder plans an effective curriculum that challenges children to develop problem-solving skills. She informs children of upcoming activities to help build excitement. For example, she talks to children about baking a cake and supports them to extend their thinking, asking them about the ingredients and their textures. The childminder counts with the children when they scoop cups of flour and add drops of vanilla. She talks about 'more than,' 'less than,' 'full' and 'half'. She builds on children's mathematical understanding and language well.
- Children are very polite and know the expectations for their behaviour. They follow the example set by the childminder, who is kind and gentle. Children happily share resources and take turns when they play. They use good manners, such as saying 'please' and 'thank you' frequently.
- Children feel valued and are motivated to work together during tasks. For instance, they are quick to offer help with moving small tables and chairs for a new activity. They enjoy making suggestions of ways to safely carry the table and develop good levels of self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She uses ongoing risk assessments to help her provide a safe environment. She understands her responsibility to protect children in her care and has appropriate policies in place. The childminder knows the signs and symptoms of potential abuse and is alert to signs that a child may be at risk of extreme views and behaviours. She knows the procedures to follow to escalate concerns regarding the welfare of a child. She completes regular training to ensure her safeguarding practice and knowledge are up to date.

What does the setting need to do to improve?

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

- identify areas for professional development to help to raise the quality of the provision to an even higher level
- ensure that children's next steps are precise enough to help children improve specific skills.

Setting details

Unique reference number	EY259674
Local authority	Redbridge
Inspection number	10065558
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2003. She lives in Ilford, in the London Borough of Redbridge. She holds an appropriate level three childcare qualification. The childminder is available to care for children from Monday to Friday, 8.20am to 6pm, throughout the year.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector and the childminder completed a learning walk and discussed how the environment is organised to support children's learning.
- The inspector and the childminder carried out a joint observation of a craft activity.
- The inspector observed the quality of interactions between the childminder and children.
- 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 sampled a range of documentation, including training certificates, policies, risk assessments and planning.

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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