

Childminder report

Inspection date: 29 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 benefit from a nurturing, homely atmosphere and the caring interactions of the attentive childminder. This has a positive impact on children's emotional and physical well-being. The childminder provides a range of interesting resources and toys for children and supports their play well. The childminder has high expectations for all children and plans exciting activities to support children's interests. Children develop their imagination as they eagerly take part in activities, such as looking after dolls in their buggies. The childminder joins in with children's play and uses questions to help them think. She encourages young children to talk about what they are doing and consistently repeats what children say and introduces new words. This helps to promote children's language skills well. Children are very well behaved and have very good social skills. The childminder encourages children to be kind and caring to their peers and share toys. Children respond positively to the childminder's encouragement. However, the organisation of some resources does not encourage independent exploration of the environment by children, particularly the younger ones, to help enhance their learning opportunities further. The childminder successfully builds children's confidence to try activities that they are unsure about. For example, when children work out how to order and stack different-sized cups, the childminder encourages them to count, and praises their efforts to help enhance their self-esteem.

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

- Children benefit from healthy snacks and meals, such as sugar-free cereals, plenty of fresh fruit and drinking water. Children wash their hands after messy play and before eating. This promotes children's good personal hygiene skills. However, children who learn better outdoors do not always benefit from the resources in the garden play area. This said, the childminder plans opportunities for children to learn effectively about people and communities beyond their immediate experiences, through visits to local playgroups, farms and museums.
- The childminder plans interactive story sessions with props, sings action songs and rhymes, and enthusiastically takes part alongside the children. This effectively support children's communication and language development. Children enjoy a variety of opportunities to develop their imagination, such as when exploring water and animals. They delight in washing the animals and learn words such as 'splish' and 'splash'. Young children thoroughly enjoy exploring their creativity as they play with chalk and markers. This helps to develop children's early writing skills.
- The childminder gathers information from parents when children start. She makes good use of information collected and from ongoing observations of children's play to accurately track their progress. Planning is based on children's interests and their next steps in learning. Children are confident, motivated

learners and make good progress from their starting points. The childminder's self-evaluation process is robust and includes the views of parents and the children. She plans her training and development to raise the quality of her teaching and learning outcomes for children. For example, the childminder recently attended a course on vocabulary and reading in the early years. Consequently, children develop good early reading skills. For example, the childminder uses animals and small-world people and describes the key features of the characters as children look at pictures.

- Children form good emotional attachments with the childminder and are happy and secure in her care. Younger children confidently develop their physical skills as they move to action songs with delight and begin to pull themselves up with the childminder's support. Parent partnerships are effective and well developed. The childminder communicates regularly with them, enabling them to be fully involved in their children's learning. Partnerships with other providers are equally strong and help with continuity in the children's care. Children make good progress and develop the skills needed for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about her role in protecting children from harm and neglect. She is fully aware of the local child protection referral procedures. She successfully promotes children's safety, welfare and learning. The childminder carries out regular daily checks on her home to maintain a safe and hygienic environment. She teaches children to consider hazards and risks as they play. The childminder ensures she follows the legal requirements of Ofsted, such as to carry out suitability checks on all adults in her home, helping to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of activities and resources to support children's individual needs and ensure that learning opportunities are maximised
- plan more effective use of the outdoor learning area to help challenge children who prefer to learn outdoors.

Setting details

Unique reference number	EY294657
Local authority	Havering
Inspection number	10138409
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 May 2016

Information about this early years setting

The childminder registered in 2004. She lives in Harold Wood, in the London Borough of Havering. The childminder provides care on weekdays and operates all year round.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector looked at the areas of the childminder's home, including the garden, that are used by children.
- The inspector observed a planned activity and discussed the learning with the childminder.
- The inspector reviewed a sample of documentation, including the childminder's qualifications and children's learning records.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and for children's progress.

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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