

Childminder report

Inspection date: 23 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 settle well. They display a warm and friendly nature. Children form positive attachments to the childminder and they feel emotionally safe and secure. Children display positive attitudes to learning and persevere at new skills. For instance, they excitedly take turns to play a number game and they learn to recognise numbers. Children are persistent and they take great pride in themselves when they accomplish their goal. This helps them to develop resilience. Children express themselves well and they ask simple questions to strengthen their understanding. They make good progress with their personal development. Children demonstrate high levels of independence and confidence as they manage their self-care needs on their own. The childminder supports children to be confident and motivated to learn. For instance, she provides activities that are linked to children's interests, which they thoroughly enjoy. The childminder interacts effectively with children during their play to support their language, literacy and mathematical skills. Children develop their physical skills effectively. They demonstrate good mobility, balance and coordination. The childminder has high expectations of children's behaviour. She encourages them to be courteous and to look after one another. Children learn to use good manners at all times and to be respectful to others. They play nicely together and they learn to wait patiently for their turn.

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

- The childminder knows individual children's interests and needs well. She provides exciting, motivational activities for children to enjoy and to help them make good progress in their development. The childminder shares assessment information with parents to make them aware of their children's progress.
- The childminder encourages children to choose and lead their own play to support their independence. Children willingly encourage others to join their play and they are proud of their work. The childminder praises children for sharing and taking turns to use the resources, in order to strengthen their social skills.
- The childminder supports children to develop their communication and language skills effectively. Children demonstrate good understanding when responding to simple questions and instructions. They listen and speak to others well. The childminder models the use of language appropriately for children to copy and to increase their vocabulary.
- Children make good use of the resources available to support their literacy skills. For example, they practise to write and recognise letters, and they confidently put meaning to their marks and drawings.
- The childminder provides interesting opportunities to support children's mathematical skills. Children learn to count and recognise numbers successfully. They identify the size of different items and recognise shapes.

- Children behave well. They listen and show respect to the childminder. Children respond to simple boundaries effectively and they begin to demonstrate an understanding of right from wrong. The childminder models positive behaviour for them to copy. She offers regular praise to highlight and encourage positive behaviour.
- The childminder develops close relationships with parents and other providers that children attend. She obtains relevant information about children's care and learning in order to extend opportunities for them at her childminding service.
- The childminder evaluates her practice well. She is clear about her own strengths and areas for development. The childminder welcomes feedback from parents and children to help strengthen the opportunities for children to experience and learn.
- The childminder maintains her professional development to help keep her knowledge and skills current. For instance, she regularly reads books on child development and checks childcare magazines for new information and ideas for activities.
- The childminder misses some opportunities for children to develop their creativity and extend their imagination.
- The childminder promotes equality in her practice. However, she does not provide many opportunities to help increase children's growing awareness of the similarities and differences of people in the local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to safeguard and protect children in her care. She informs parents of the safeguarding policies and procedures so they know what to expect and how to handle any concerns. The childminder has a secure understanding of the signs and symptoms that may indicate a child is at risk of harm and abuse. She has knowledge of the 'Prevent' duty guidance and she knows the signs that may show a child is being exposed to extreme views. The childminder ensures children are safe while in her care. She supports their growing understanding of how to keep themselves healthy and safe.

What does the setting need to do to improve?

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

- increase opportunities for children to strengthen their creative skills and their imagination
- provide opportunities to support children's growing awareness of the similarities and differences of people in the local community.

Setting details

Unique reference number	118631
Local authority	Havering
Inspection number	10063462
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 1976. She lives in Upminster, in the London Borough of Havering. The childminder operates from Wednesday to Friday, 7am until 7pm, throughout most of the year. She holds a childcare qualification at level 4.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

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

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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