

# Childminder report

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Inspection date: 19 February 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder is kind, friendly and welcoming. She provides a caring and nurturing environment. Children form strong attachments with her and her assistants. They are happy and demonstrate that they feel safe and secure. When children first come to the setting, the childminder gains information about their care and learning needs. This enables her to plan appropriate activities for children and support their learning from the beginning.

Children behave very well. The childminder and her assistants are positive role models and have high expectations for children's behaviour. They create a calm, positive and respectful culture within their home. Children are kind to each other. For example, they eagerly share musical instruments with each other.

The childminder provides children with nutritious and home-cooked meals and healthy snacks. Children are learning how to make healthy choices when selecting the food they want to eat. For example, at snack time they choose from a range of fruit and vegetables on offer. Children enjoy playing outside in the garden. Toddlers respond enthusiastically as they throw bread for the birds. The childminder extends children's listening skills. For example, she encourages them to listen carefully for the birds.

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

- The childminder and her assistants have a sensitive approach and provide a strong base for developing children's independence. Children significantly increase their confidence in their own abilities. For example, they select toys from a wide range of resources, and persevere when they are trying to put on their coats and shoes.
- The childminder provides a wide range of enjoyable and challenging resources and experiences. She knows the children well and understands what she needs to do next to help them move on to the next stage in their development. For example, when babies are learning to walk, she provides plenty of opportunities for them to practise their first steps.
- Parents' contributions are valued and used to inform assessments and planning. Parents are fully involved in their children's learning and development. Their testimonials are high in praise for the childminder. For instance, they state she is 'an excellent childminder who has our full confidence'.
- Resources reflect a diverse range of cultures and abilities. This helps children to learn about differences and similarities. Children who speak English as an additional language are supported well. For example, the childminder speaks several languages and is keen to learn new languages, such as French, to help children feel secure in her home.

- Children have plenty of rich opportunities to explore the outdoors and meet new people. They have a safe and secure outdoor garden area and enjoy exploring. Children make good progress with their physical development. For example, toddlers confidently use the slide.
- The childminder and her assistants make sure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. The childminder teaches children to become increasingly independent in managing their personal care needs.
- Although the childminder interacts well with the children, at times she misses opportunities to extend their learning to the highest possible level. For example, she does not consistently support children to listen to familiar rhymes and stories.
- The childminder reflects on her practice and identifies areas to improve children's learning. For example, she has created an under cover area in the garden so children can enjoy all-weather outdoor play. However, the childminder's continued professional development is not focused closely enough on what will help her to further improve her good teaching to the highest level.
- The childminder creates a positive, respectful culture. For example, to help children feel secure and valued she encourages them to bring their favourite toys and books to the setting each week.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can identify signs and symptoms which may indicate that a child is at risk of harm. The childminder is also aware of wider safeguarding concerns and who to contact if she is concerned about a child in her care. The childminder's assistants have a clear understanding of how to keep children safe. They are aware of all policies and procedures around safeguarding and knows who to contact if they have concerns. Risk assessments are in place and updated on a regular basis.

## 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 listen to familiar rhymes and stories during their daily routines
- use professional development opportunities to strengthen teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY309780
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10138160
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	30 November 2015

## Information about this early years setting

The childminder registered in 2005 and lives in Ilford, in the London Borough of Redbridge. She operates each weekday, throughout the year. The childminder works with an assistant.

## Information about this inspection

**Inspector**  
Claire Nunn

## Inspection activities

- The inspector discussed the quality of teaching with the childminder and carried out a joint observation of an activity.
- The inspector sampled a variety of documentation, including first-aid certificates, risk assessments, policies and procedures and suitability checks for the childminder, her assistants and others living in the home.
- The inspector took account of parents' views through written testimonials.
- Children's learning and development records were sampled, and the inspector tracked the experiences of children present at the time of inspection.
- The inspector observed the quality of teaching and the support for children's learning during activities indoors and outdoors.

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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