

Childminder report

Inspection date:

25 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy within this out-of-school provision. They build effective attachments with the childminder and are clearly comfortable in her company. This helps them to feel safe and secure. Children enjoy the relaxed nature of the environment the childminder creates. She provides an interesting selection of activities, such as games, small-world figures and craft resources, and encourages children to explore freely. This helps them to develop their own ideas in play. The childminder shows genuine interest in each child's day. There is a buzz of conversation around the table at snack time, as older and younger children talk together. The childminder helps children to consider their similarities and differences, and encourages them to learn about other cultures and significant events. For example, children enjoy sampling pancakes and talk about Shrove Tuesday. Parents speak highly of the childminder and comment on how happy their children are at her setting. Children are extremely well behaved. They are very polite and display excellent manners. For instance, children hold the door open for others to walk through and are quick to say 'please' and 'thank you' without any prompting.

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

- The childminder works well in partnership with parents. She ensures that she gathers information from parents before children start to help her plan according to their individual needs and interests. The childminder shares information with parents about progress younger children make and liaises with them about updates from schools. She ensures clear systems are in place to maintain communication effectively.
- The childminder uses her skills and knowledge from recent training to ensure she is up to date with latest guidelines. For example, she strengthens older children's knowledge of how to keep themselves safe when using various forms of technology. She talks to children about assessing risk and why it is important not to share personal details online. This helps children learn skills to manage their own safety when accessing online systems.
- Children manage their own behaviour effectively. They know the boundaries and expectations for their behaviour, including road safety when out and about. They respond to the childminder well and follow instructions. Children listen to one another and ask insightful questions, showing a real interest in their well-being. They communicate with kindness and care, mirroring the example the childminder sets.
- Children are familiar with routines and manage their own care needs independently. They know where to hang their belongings on arrival and clean their hands before sitting at the table to eat. Children understand the

importance of caring for their own personal hygiene and do so well.

- The childminder reflects on practice and includes parents' views to help evaluate her provision. She considers information from questionnaires to identify strengths and areas to develop. For instance, the childminder identifies that completing additional training would enhance her knowledge and understanding of the early years even further.
- The childminder helps children to see themselves reflected in the resources, dolls and books available. She engages with children about their family backgrounds and experiences, and builds on their self-esteem well.
- The childminder considers the needs of individual children and her role in offering an out-of-school provision well. She organises areas of her house and garden effectively. This allows children to play and find quiet space away from others if they want to read or engage in calm activities.
- The childminder responds to children's requests well as they choose a drawing and colouring activity and question what specific dinosaurs look like. She helps them look through a box of dinosaur figures to match to the same one in their picture. This helps children consider ways of finding answers to their own questions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and has thorough policies in place. She uses ongoing risk assessments to help her provide a safe environment. The childminder recognises the signs of abuse and is alert to potential signs that a child may be a risk of extreme ideas and behaviours. She knows the authorities to contact to escalate concerns regarding a child's welfare. The childminder completes regular training to keep her safeguarding knowledge and practice up to date.

Setting details

Unique reference number	128327
Local authority	Havering
Inspection number	10063474
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	21 June 2016

Information about this early years setting

The childminder registered in 1996 and lives in Upminster, Essex. She cares for children in an out-of-school capacity from 7am to 5.30pm Monday to Friday, throughout most of the year.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector and the childminder took a tour of the premises and discussed how the environment is organised to support children's development.
- The inspector sampled a range of documentation, including risk assessments, policies and required insurance.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation of a craft activity.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' views in written format.

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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