

# Childminder report

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Inspection date: 13 March 2020

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<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has high levels of energy and a fun approach to her interactions with the children. Children are highly motivated by the childminder's approach and are keen to engage in interactions and conversations with her. For example, when supporting children to get ready to leave for school, she pretends their coats do not fit. Children laugh and continue the game by putting on their coats backwards. The childminder has established strong bonds with children and they frequently share fun moments together. The childminder is an excellent role model for behaviour and respecting individual needs. She listens to all children with a keen interest and adapts her interactions to meet their communication needs. Children follow her good example and are kind and considerate to the needs and wishes of others. Older children include younger children in their conversations and engage in their choice of play. For example, when younger children show interest in being a shopkeeper, all children join in and take turns in buying items from the shop. Children enjoy each other's company as they play harmoniously together. They are happy and settled in the childminder's home.

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

- The childminder maximises opportunities for learning. For example, on the walk to school she discusses verbs, nouns and adjectives. On the way back, she initiates jumping games in the park. As children jump, the childminder counts each jump and introduces mathematical concepts. She compares how many jumps children complete by using language such as 'less' and 'more'. This supports children to learn about quantity and comparisons.
- The childminder gets to know each child well. She identifies both their verbal and non-verbal cues for play. For example, when children tug on her hand, she knows that they want to skip. Holding hands, they skip enthusiastically through the park. The childminder sees and takes opportunities for learning when children slow down and act tired. She initiates conversations on how physical exercise impacts on the body and provides examples.
- Through her interactions, the childminder builds children's confidence and self-esteem. For example, when engaged in role play, she talks on the phone, praising the 'amazing shopkeeper'. Children in the shopkeeper role respond by bouncing up and down and laughing happily. The childminder skilfully uses play to build children's emotional well-being.
- Partnership working is effective. The childminder liaises regularly with early years settings that children attend. She seeks information from them and shares that information with parents. She ensures that she works with parents and other professionals, so that they all better understand and meet children's individual needs.
- The childminder is highly attentive to road safety and teaches children how to

keep themselves safe. For example, on walks to school, she directs children safely across the road. She reminds children to stop before they reach the end of the road. She teaches them what the red and green figures at the crossing mean. Children listen to the childminder's instructions and demonstrate good understanding of how to keep themselves safe on the walk to school.

- The childminder encourages children to drink lots of water and discusses the benefits of this. She teaches them the importance of staying hydrated during their school day.
- Children access an extensive range of activities and resources in the playroom. They have opportunities to learn more about their culture and the wider community through a range of cultural items available. Children have plentiful opportunities to play music, to create and build, to use their imaginations and to complete challenging games and puzzles.
- During play and routines, the childminder provides opportunities for children to be independent. However, occasionally she takes over and misses opportunities for children to further problem-solve for themselves.
- The childminder discusses healthy practices during the routine. There is scope for her to extend this further through discussions and teachings at mealtimes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows how to identify signs of possible child abuse and is aware of how to report safeguarding concerns. She is knowledgeable about wider safeguarding issues and knows how to identify families who may be vulnerable to extreme views. The areas used by children within her home are well maintained. The childminder conducts a visual risk assessment daily to ensure children's safety. She checks that fire equipment, first-aid kits and smoke alarms are in good working order. She has a good understanding of how to promote safety at home and on outings.

## **What does the setting need to do to improve?**

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

- build on the children's understanding of healthy lifestyles by providing further opportunities to discuss good health and hygiene practices at mealtimes
- extend opportunities for children to solve problems and to persevere through challenge,s to support them to develop their critical thinking skills even further.

## Setting details

<b>Unique reference number</b>	EY104204
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10061358
<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 at time of inspection</b>	4 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	23 November 2015

## Information about this early years setting

The childminder registered in 2002 and lives in Chadwell Heath, in the London Borough of Barking and Dagenham. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays.

## Information about this inspection

### Inspector

Tammy Lewis

### Inspection activities

- The inspector observed the play and interactions between the children and the childminder.
- The childminder showed the inspector the areas of the home used by children.
- The inspector took account of the children's views.
- The childminder and the inspector held discussions at appropriate times.
- The inspector joined the childminder and the children on their daily walk to school and nursery.
- The inspector sampled a range of documentation.

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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