

# Childminder report

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Inspection date: 26 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 experienced childminder is kind, friendly and welcoming. She provides a caring and nurturing environment, and children build strong attachments with her. When children first join her setting, she requests information from parents about their care. Children show they feel safe and explore with confidence. The childminder is highly effective in helping all children to develop their communication and language skills. She engages them in meaningful conversations to extend their speaking and listening further. For example, with the youngest children, she repeats words and sounds and introduces new vocabulary, such as 'dinosaur' as they play. The childminder has a good understanding of how children learn. She provides a range of activities and experiences which captivate and engage them in their learning. These help to prepare them for the next stage in their learning. All children, including children with SEND, make good progress in their learning. The childminder interacts very well with children. She is affectionate and gentle in her approach. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.

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

- The childminder's sensitive approach helps children to develop their independence and significantly increases their confidence in their own abilities. For example, children select the toys they want to play with from a wide range of resources.
- The childminder provides children with stimulating opportunities to acquire the knowledge and skills they need to support their future learning. For instance, children visit various places within the community, such as the local park, and they attend local events. This provides children with the opportunity to make new friends and meet new people from the wider community, to fully support their social skills and prepare them for school.
- The childminder successfully engages children in activities that are based on their current interests, to extend their learning. For example, to fully support children's physical skills, she takes them to a 'circus skills' session where they practise balancing on a tightrope and juggling.
- Children are confident and have a good understanding of their daily routines. They are engrossed in their play. The childminder offers them praise and encouragement, which children find highly motivating. The childminder cares deeply about children's emotional well-being. She talks to children about how they are feeling and takes steps to ensure that all children feel included.
- Parents speak highly of the care and support that families receive from the childminder. They are kept well informed about their child's progress. The childminder provides support with a range of developmental needs, such as

toilet training and feeding.

- The childminder works very well with the local school to share information about children's care and learning. For example, they share daily information about how children are feeling, particularly those with SEND.
- The childminder supports children to live a healthy lifestyle. For example, they have daily opportunities to play outside in the fresh air, and she gives parents advice on providing their children with nutritious packed lunches. However, she sometimes misses opportunities to support children's understanding of the importance of washing their hands regularly, particularly before eating a snack.
- The childminder reflects on her practice to identify areas to improve children's learning. For example, she has developed plans to further improve children's physical play experiences in the garden. However, the childminder's continued professional development is not focused closely enough on what will help her to further improve her teaching of the curriculum to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are evident in practice and the childminder has a very clear understanding of child protection issues. She is clear on her role to keep children safe and acts swiftly if she has a concern about a child's welfare. The childminder attends regular training to ensure she has the most recent information to protect children in her care from harm. She closely supervises children as they play in the house 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:**

- make better use of professional development to improve teaching of the curriculum to the highest level
- maintain the highest standards of hygiene by ensuring that children wash their hands regularly.

## Setting details

<b>Unique reference number</b>	EY345636
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137991
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Romford, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Nunn

### Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector explored a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector observed children as they played and took part in daily routines.

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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