

Childminder report

Inspection date: 11 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy in their joyful surroundings and show delight when the childminder interacts with them. This means that children come to the setting eagerly. They show enjoyment and become absorbed in their learning as they play with toys that spark their interest and curiosity. For example, children are engrossed in problem-solving activities such as threading a pretend caterpillar through fruit pictures in a book. The childminder has high expectations for every child and meets their individual needs well. This ensures that children are safe and secure.

The curriculum is well planned so that children acquire important skills as they progress through the different stages of their development. The childminder checks children's knowledge and understanding consistently. She is skilled at planning activities so that children achieve their learning effectively. Indoors and outdoors, activities support children's fascination about the world around them and how things grow. The childminder helps children to grow in independence and confidence, and sensitively encourages them to manage their care needs.

Children behave very well here. The childminder is a good role model and is kind and thoughtful as she speaks to them. She teaches children how to share, take turns and listen to her instructions.

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

- Children achieve well here. Planning for children's learning is well thought out, which helps support their next steps and develops skills they need in preparation for school.
- In all areas, the childminder takes time to plan children's learning step by step. She invests time when the children start at the setting to get to know them and find out what they find hard and need help with. This ensures that all children are given the same opportunities to do their best and achieve according to their individual needs.
- Children learn about the wider world. For instance, children learn how things grow and the importance of keeping plants alive. They know how to water plants to help them grow. They observe the stages seeds go through before becoming sunflowers. Frequent visits to collect older children from school deepen children's understanding of the outside world. Children learn to identify risks and manage them, for example road safety.
- The childminder chooses books carefully to help support all aspects of children's learning. For instance, she chooses a book about a hungry caterpillar. This helps children to understand life cycles as they listen to how the caterpillar eats through numerous fruits before becoming a beautiful butterfly. Children interact

with the storybook by using props to engage fully with the story and retain it.

- Book areas offer a variety of choice and a calm space to enjoy handling and looking at books. The childminder supports children to recognise and sound out the first letter of their names because she understands the importance of children's language development.
- The childminder plans purposeful activities to support children's fine and gross motor skills. Children confidently deepen their skills as they use a fork and knife to cut fruit during mealtimes. Children skilfully grip a bubble wand to blow small and large bubbles.
- Children learn how to look after themselves. They know the importance of washing their hands and they are encouraged to put on their own coats and shoes. Children are sensitively encouraged to use the toilet when they need to.
- Children are supported to learn about the different faiths and cultures of their friends. They join in and enjoy celebrating special days through discussions, songs, books and resources.
- The childminder works effectively with parents so that children receive the care and education they need. For instance, she keeps parents updated about their child's progress and next steps in learning. She offers ways that parents can support their child's learning at home.
- The childminder does not consistently engage with other settings that also provide care for children she cares for. This means there are missed chances to share important information.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is top priority for the childminder. She knows how to identify the signs and symptoms of abuse. The childminder knows that she has a duty to act, respond and report concerns immediately. She understands signs that may indicate a child is learning extreme views or ideas and how to report her concerns. The childminder is aware of other risks to children outside the home and the importance of working with external agencies to report her concerns.

What does the setting need to do to improve?

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

- establish partnerships and exchange important information with other providers who share the care of the children.

Setting details

Unique reference number	118799
Local authority	Havering
Inspection number	10123869
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 August 2019

Information about this early years setting

The childminder registered in 1996 and lives in Romford, in the London Borough of Havering. She operates Monday to Friday from 7.30am until 6pm throughout most of the year.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector and the childminder carried out a shared observation together.
- The inspector spoke to parents.
- The inspector spoke to children at times during the inspection.

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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