

# Childminder report

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Inspection date: 1 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are happy and settled in the childminder's care. They thrive on her positive interactions. The childminder continually communicates with children, as she focuses on developing their speaking skills. For example, she models new language and encourages children to attempt to say new words. This supports children's confidence in speaking and listening. Children respond to the childminder's high expectations to learn new skills. For example, children are eager to complete puzzles, because the childminder encourages them to have a go and persevere. They are developing excellent physical skills as they learn to manipulate the small puzzle pieces, in order to place them in the correct place. This supports them to gain the small physical skills in preparation for later writing.

Children behave well as they respond positively to the childminder's calm and patient approach. They confidently make their wishes known, as the childminder listens and responds sensitively to both their verbal and non-verbal communication. For example, when young children make it clear they want to continue to play in the garden, their requests are met. The childminder provides explanations to children about what will happen throughout the day. This supports them to feel secure in their routines. Children enjoy cuddles and are happy to go for a sleep after lunch to rest comfortably.

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

- The childminder is committed to improving her practice. She works in partnership with the local authority and attends regular training sessions. This helps to develop and enhance the quality of care and learning she provides for children. For example, recent training linked to promoting positive behaviour management strategies, has supported the childminder to teach children to understand and manage their feelings.
- Children are developing excellent independence skills. The childminder patiently teaches young children how to use a spoon, so they can have a go at feeding themselves. Children are delighted as they demonstrate a sense of achievement when they manage to finish all their yoghurt.
- The childminder knows the children well. She works closely with parents to gather information about children's interests. She uses this information to help plan a variety of experiences to support children's learning and well-being. This includes learning about children's home lives and routines, which are successfully promoted in her setting. For example, the childminder takes time to talk to children about having a new sibling. She reads stories to help support them manage their emotions around this new experience.
- Children are excited to play outside. The childminder supports children's curiosity as she encourages them to observe bugs, spiders, and birds. She provides them

with a narrative to help them understand their natural environment. Younger children are delighted to run in the garden, as they develop their coordination skills.

- Children are motivated to learn as they receive consistent praise and recognition for their achievements. For example, they are delighted when the childminder acknowledges their concentration and perseverance to complete complex puzzles.
- Children are learning how to play safely. The childminder talks to children about potential hazards, such as closing the playhouse door softly, so they do not trap their fingers. They are reminded of the step down from the house into the garden so that they do not fall.
- Overall, children are taught to understand the importance of good personal hygiene. For example, they learn why they need to wash their hands after playing in the garden and before eating food. However, the childminder does not consistently teach children about the importance of effective hygiene practices when she changes their nappies. This is because she does not always use appropriate changing facilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is duly focused on keeping children safe. She maintains a safe and secure home environment. Children's well-being is her priority. For example, when children become unwell, she immediately takes action to inform their parents. She seeks parental permission to administer medication to help bring down their temperature. Her care and warmth help to quickly settle children as they are content to fall asleep in her arms. The childminder has a good knowledge and understanding of how to identify the signs that a child's welfare may be at risk. She is clear of her responsibilities to work in partnership with agencies who have a role to safeguard children.

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

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

- improve the management of nappy changing procedures so that appropriate changing facilities are consistently used to support children's health and understanding of positive hygiene practices.

## Setting details

<b>Unique reference number</b>	EY432177
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10128050
<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>	3
<b>Date of previous inspection</b>	25 September 2019

## Information about this early years setting

The childminder registered in 2011 and lives in Wanstead, in the London borough of Redbridge. She operates Monday to Friday, from 8am until 5pm, during term time only.

## Information about this inspection

### Inspector

Siobhan O'Callaghan

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a tour of the premises with the childminder.
- The inspector observed the quality of interactions between the childminder and children both inside and out in the garden.
- The childminder and inspector carried out a learning walk. They discussed how the curriculum is being implemented and the impact that this has on children's learning.
- The inspector looked at relevant documentation which included parental feedback and evidence of the suitability of household members.

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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