

Childminder report

Inspection date: 3 February 2022

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

The provision is good

Children enjoy their time in the childminder's home. The childminder and her assistants have created a calm and relaxed atmosphere. They work together to create a broad curriculum. Children show a positive attitude to their learning. They have access to a wide range of age-appropriate resources. Children are very well behaved. The childminder places a strong focus on children's well-being. Children know the daily routine well. They enjoy the company of the childminder and her assistants and laugh out loud when playing together.

The childminder and her assistants teach children to be kind and respectful. Older children who used to attend the setting still visit to say hello. The childminder has clear rules and boundaries in place. Children know what is expected of them. They follow instructions well. For example, they tidy away their toys after playing to prevent any accidents. Younger children enjoy exploring various textures and objects, such as silver pots and pans in the role-play area, walking on artificial grass, and gazing at a large artificial tree with sparkling LED lights and an oversize moon shade. Children make decorations to stick on the window when celebrating festivals.

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

- The childminder develops children's communication and language skills through ongoing discussions and group times. Children chat during relaxed mealtimes and enjoy home-cooked meals.
- The childminder shares information daily with parents about their children's day. She uses an online application and video recordings with parents' consent.
- Overall, the childminder implements her curriculum well. She considers the children's learning needs and interests. She plans a good range of activities and experiences for children. However, the next steps in children's learning are not always the best fit for promoting children's development and helping them to make progress.
- Children actively enjoy physical play. In the garden, they play on the swings and ride bikes. Children independently climb up onto a wooden horse and enjoy rocking back and forth. They thoroughly enjoy playing musical instruments. Younger children climb onto the piano stool and start making sounds on the adult-size piano.
- Children have opportunities to experience the world around them. They visit the parks, farms and museums. Children learn about respecting others who are different from them, as well as those who are similar. This includes children with special educational needs and/or disabilities.
- The childminder and her assistants have a good working relationship with parents. They promote children's continuation of learning at home. For instance,

children are encouraged to read stories with their parents at home.

- Children receive good support to develop their personal, social and emotional skills. They learn to share resources, take their turn, and show care and consideration for others.
- The childminder helps to promote healthy lifestyles. For instance, they grow their own vegetables in the garden, to eat at snack time.
- The childminder introduces children to new words as they play and explore. She has a wide range of books. During story time, she uses props to deepen children's understanding of words.
- The childminder gathers a range of information from parents when children start. She finds out about children's routines, likes and dislikes, and what they can do. She uses this information to plan for children's learning. She knows to focus on the prime areas of learning for the youngest children.
- Children learn independence skills. For instance, they make choices and decisions about what they do and help themselves to resources that meet their interests.
- Throughout the COVID-19 pandemic, the childminder kept in contact with the children's parents. She kept in contact through telephone calls and an online application to maintain relationships with children and their families. Families were given the opportunity to remain at home or to attend the setting's bubble.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She is aware of possible signs of abuse and knows the procedures to follow if she has any concerns about a child's welfare. The childminder is looking forward to attending refresher training for safeguarding. She supervises children carefully. Children are taught how to keep safe online. The childminder checks her home daily to ensure it is safe. Children learn how to keep themselves and others safe. For example, older children know to close the gate in the garden when they are on the swings so that younger children do not get hurt.

What does the setting need to do to improve?

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

- improve the planning of children's next steps in learning so that they make better progress.

Setting details

Unique reference number	118697
Local authority	Havering
Inspection number	10063438
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	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 1988 and lives in Rainham, Essex. The childminder operates all year round from 6.45am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and works with a co-childminder and assistant.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- Relevant documentation was reviewed. This included the childminder's training certificates, her paediatric first-aid qualification, and the suitability of members of the household.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The inspector talked with the childminder about her understanding of the requirements for safeguarding and welfare, and learning and development.

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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