

# Childminder report

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Inspection date: 31 March 2022

<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

Children are happy and feel secure and safe. The childminder is calm, nurturing and attentive towards children. Children settle quickly in the childminder's care. They are confident to seek comfort from the childminder when they need it. She reassures them with a friendly smile and a cuddle. Children develop strong bonds with the childminder. The childminder knows children well. Children are well cared for and make good progress from their starting points. The childminder, overall, plans enjoyable activities based on children's interests. She shares information with parents every day, such as through verbal updates. Children behave well. They receive praise from the childminder throughout the day. This helps them build up their confidence and self-esteem. For instance, children feel a sense of pride when they receive a sticker for things they do well.

Children respond to the high expectations that the childminder has for their learning. She encourages children to try new things and to challenge themselves. Children develop skills as they enjoy experiences bathing a doll in bubbled water. They poke and try to catch the bubbles while practising their hand-to-eye coordination. Children use their creativity skills well. They enjoy mixing different-coloured paints together. They comment about how the colour has changed to pink after mixing. Children learn to recognise their name, such as during self-registration routines. The childminder and children engage in back-and-forth interactions. For instance, they discuss the weather and use words to describe what it is like. Children develop good language skills.

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

- The childminder completes regular observations to monitor children's progress. She uses this information effectively and plans well-sequenced steps to help children develop new skills. For instance, the childminder plans various ways of supporting children to independently put on their coat and pull up the zip.
- The childminder overall supports children's learning well. For example, she introduces new words, such as caterpillar, to help develop children's vocabulary. Children begin to show an interest in numbers. The childminder skilfully encourages counting during activities and children's daily routines.
- Children learn about respecting others who are different from them and as well as those who are similar. The childminder gives children the opportunities to celebrate various celebrations such as St. Patrick's Day and Chinese New Year.
- Children are self-assured learners. They show good levels of concentration as they make marks with pencils. During story time, children are able to comment on what is happening in the story. However, at times, the childminder does not fully capture children's interests and attention. This means on occasions, children's learning is not fully maximised.

- The childminder teaches children to follow good hygiene routines. Children become independent and begin to manage their personal care. For example, they wash and dry their hands independently after playing in the garden.
- The childminder understands the importance of promoting healthy lifestyles for children. She works alongside parents well to ensure that children's packed lunches are balanced and contain a good range of healthy foods.
- The childminder reflects on the service she provides. She seeks the views of others to identify ways to improve further. For example, she visits other early years provisions and meets with other childminders to find out how she can develop her setting. The childminder has kept all her mandatory training up to date.
- Children experience regular learning opportunities outdoors in all weathers. For instance, they catch hailstones in their hands and eagerly explore its texture. However, at times, the space in the garden is not organised effectively to help children further extend their good physical skills.
- Children use their imagination well. They enjoy role-play opportunities, such as pretending to be a hairdresser. They learn how to use the toy phone to book an appointment and how to gently comb hair.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows what signs to look for that might indicate a child is at risk of harm or neglect. The childminder knows who to report her concerns to if she feels a child's welfare is at risk. She continues to seek opportunities to increase her knowledge and understanding of local safeguarding issues, such as the 'Prevent' duty and internet safety. The childminder checks her home daily to make sure there are no potential hazards. This contributes to children's ongoing safety and welfare.

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

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

- develop plans for children's learning to increase children's levels of interest and engagement, particularly during story times
- review the organisation of outdoor resources to enhance children's play experiences even further.

## Setting details

<b>Unique reference number</b>	EY305244
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137996
<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>	3 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 November 2015

## Information about this early years setting

The childminder registered in 2005. She lives in Romford, in the London Borough of Havering. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspectors

Pauline Valentine-Coker  
Anneka Mundy

### Inspection activities

- This was the first 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 process.
- Parents provided feedback about their experiences of the setting and the inspector engaged with children at appropriate times.
- The inspector and childminder evaluated a teaching activity together to review the quality of education.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.

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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