

Childminder report

Inspection date: 30 June 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 are confident and happy in the childminder's home. The childminder establishes friendly and nurturing bonds with children, and they have a good relationship with her. This fosters a sense of belonging and helps children to feel safe, which has a positive impact on their personal development.

Overall, children behave well. When children need support with their behaviour, the childminder quickly and gently takes the time to explain why some behaviours are not acceptable. For example, on occasions, children take toys such as bikes from other children. The childminder helps children to think about how their behaviour can affect their friends. This has a positive impact on their behaviour.

The childminder has an ambitious curriculum. She skilfully uses children's interests to organise activities and experiences. For example, children show an interest in the natural world and minibeasts. The childminder develops children's interests and takes them on regular woodland outings. When children return to the childminder's home, she continues to extend their learning with hands-on experiences. For example, the childminder provides children with opportunities to observe and learn about life cycles.

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

- Occasionally, the childminder does not give children enough support to be able to make choices about what activity to do when they are free to choose what they want to play with. Therefore, at times, children wander around the environment without fully engaging in play.
- The childminder focuses on helping children to make secure transitions. For example, children who are leaving the setting to go to school have lunchtimes at the same time each day. The childminder describes how she intends to support their continuity of care by taking them to school in the mornings and collecting them when they finish. This has an impact on their personal development.
- The childminder supports children's personal care requirements. Children develop a good awareness of taking care of their own personal needs, such as using the potty, dressing and undressing. They confidently use the toilet and wash their hands after messy play, before eating and after toileting. Young children and babies sleep in an area that has good ventilation. This supports their health and well-being.
- The childminder makes good use of the indoor and outdoor environments to offer a wide range of appealing and interesting learning opportunities for children. For example, she has set up a construction area with storybooks. Children pick up these books and retell stories. Furthermore, in the creative area, they use art and craft materials to create their own caterpillars. Children

talk about caterpillar habitats and use words such as 'grass', 'mud', 'snails' and 'ants'. This has a positive impact on children's communication and language development and early comprehension skills.

- The childminder helps children to develop the skills and knowledge to steadily increase their independence and manage reasonable tasks and risks. For example, children enjoy preparing fruit for snack time. They select their own chopping boards and knives and, with supervision, follow instructions for safely using knives to cut hard fruits, such as apples. This helps to develop and strengthen the muscles in children's hands and arms, to support their physical development. Children display independence and positive attitudes to their learning.
- The childminder supports children's understanding of mathematical concepts. She interacts skilfully with children to help them to develop their counting skills. Children learn about numbers through a range of playful activities and experiences.
- childminder has a strong partnership with parents. Parents speak very positively about her. The childminder shares information with parents about their children's individual progress, in line with the early years foundation stage. This has a positive impact on children's next steps in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures and completes regular safeguarding training. She demonstrates a good awareness of safeguarding practice. The childminder understands the importance of recognising any cause for concern about a child's welfare. She knows how to report any concerns, including allegations against adults working with children.

What does the setting need to do to improve?

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

- provide children with further support during child-led play to help them to focus more on their play.

Setting details

Unique reference number	EY477506
Local authority	Havering
Inspection number	10219824
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Hornchurch, in the London Borough of Havering. She operates from Monday to Friday all year round. The childminder holds a relevant qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the setting and discussed how she ensures that it is safe and suitable.
- Children spoke with the inspector during the inspection.
- Parents spoke with the inspector during the inspection and discussed their views about the setting.
- The inspector viewed relevant documents as part of 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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