

Childminder report

Inspection date: 6 July 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 arrive happy and ready to learn. They are secure at the setting, feel safe and enjoy the many activities and resources available to them. Children eagerly describe and draw different farm animals, and use their physical skills to push buttons in books for noisy fun. They listen to songs, music and sounds, such as 'Head, shoulders, knees and toes'. Children develop their language skills well as they express that they want to use the toilet. They develop their independence skills and awareness of their personal needs and learn about hygiene.

Children enjoy emptying and filling containers with cotton wool, as they are supported to develop their physical skills. They share and take turns with the chalk rubber during chalk drawing activities. Children work together as they build up towers of plastic cups and look in awe as they fall down, which also helps to support the development of their problem-solving skills. They embrace and enjoy physical activity at the local park, where they climb over and under apparatus, slide down and climb up. Children learn to take and understand risks as they play. They burn off lots of energy as they navigate around the play area. Children socialise, are independent and feel a sense of well-being.

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

- Children make independent choices in the well-resourced playroom. They self-select what they want to play with. Children learn to work and collaborate together as they uncover objects hidden in mounds of tissue paper.
- The childminder supports children's learning well. For example, she encourages children to play and explore the many books accessible to them. They have a go at making animal noises as they look through the book.
- The childminder encourages children to concentrate and keep on trying, for example when building towers with plastic cups and standing on and pushing the merry-go-round at the park. Children think critically as they make marks with chalks.
- The childminder joins in with children's play without taking over. She supports, demonstrates, questions and promotes their learning during play. The childminder talks to children about what they are doing, allowing them plenty of time to communicate their ideas and thoughts.
- Partnerships with parents are good. Parents speak highly of the childminder and how she supports their child to progress. They comment on how their child is happy to attend and has confidence and self-esteem. Parents receive regular updates via the online application. However, they are not fully aware of their child's next steps across the prime areas of learning.
- The childminder is caring and nurturing. She offers comfort and cuddles to younger children. The childminder knows children well and what their individual

needs are. She follows daily routines so that children's needs are met.

- Children put on and take off their own shoes. They help to tidy before trips out. Children listen, respond and are well behaved.
- Children are supported to catch up and are well prepared for their next stage in learning.
- Children are encouraged to take part in all activities and develop a sense of who they are. For example, all children enjoy the role play area and use resources such as the builder's tape to measure and recreate what they know and copy what they have seen.
- The childminder attends to children's care needs well, so that they are comfortable and supported throughout the day.
- The childminder provides children with healthy snacks and drinks, to help them gain knowledge of leading healthy lifestyles. She ensures that she takes drinks and food on trips and finds a safe space for children to sit and enjoy eating.
- The childminder keeps updated with childcare knowledge and theory. She completes further training courses, such as supporting outdoor play and mathematics, to help her obtain further skills and develop her curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training to help support her understanding of child protection and safeguarding procedures. She keeps up to date with any changes. The childminder understands what the possible signs are that could indicate a child is at risk of neglect, harm or abuse. She knows what procedures to follow if any allegations were made against her or a family member. The childminder is able to recognise signs that a family may be at risk of radicalisation, and safeguarding concerns such as county lines, online grooming or bullying. She completes regular, robust risk assessments so that any hazards are minimised.

What does the setting need to do to improve?

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

- enhance the already effective ways of communicating with parents to make sure they are clear about their child's next steps in learning, so that they are able to complement the learning at home.

Setting details

Unique reference number	EY483986
Local authority	Havering
Inspection number	10231955
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Romford, in the London Borough of Havering. The childminder operates Monday to Friday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk together of all the areas of the setting and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities indoors and during a trip to the park, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector carried out a shared observation with the childminder.
- Parents shared their views with the inspector 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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