

Childminder report

Inspection date: 18 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder's home is warm and welcoming. She is kind and friendly. The childminder offers a wide range of toys and equipment to enhance children's learning. Babies enjoy her company. They have formed close relationship with her and enjoy sitting next to her when playing. Babies demonstrate they feel safe and secure. For instance, when they are being held, they cosily rest their head on the childminder's shoulder.

Children joining the setting settle quickly. The childminder gives praise and celebrates their achievements during play. This helps to boost their self-esteem and confidence. Babies develop good emotional well-being because the childminder supports them well. Babies use gestures to make their needs known. The childminder gives cuddles when they request them. When babies are ready for a nap, she rocks them from side to side. She provides a comfort object when they become unsettled.

Babies respond well to gentle reminders, such as when it is lunchtime. They enjoy their experiences of learning. The childminder uses her knowledge and experience to create an inspiring environment. Babies enjoy the garden as they sit with the childminder and enjoy the sunshine in the shade.

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

- The childminder observes children's play before planning sequential next steps. She tracks their progress to identify if there are any gaps in their learning to close. However, at times she does not always allow babies who engage in play enough time to finish.
- The childminder attends training regularly. She has completed a wide range of courses to enhance her skills to better children's progress.
- The childminder has high expectations for all children's learning and development. She supports children who speak English as an additional language. She uses books which reflect children's ethnicity and caters for their dietary requirements.
- The childminder understands how to teach mathematics well. She talks to babies during their play and uses words, such as 'big' and 'small'. However, the childminder does not always make resources easily accessible for babies to access.
- Children have opportunities to go on trips in the local community. For example, they attend the library, park, farm and playgroup.
- The childminder has strong relationships with parents. She gathers useful information from parents to enable her to support children's learning. She discusses with parents by phone or text about their child's day.

- The childminder works closely with other childminders to share ideas. She completes relevant online training to ensure she is up to date with any changes.
- The childminder uses a variety of activities to support babies with their fine motor skills. Babies poke their fingers into red bubble water and make marks on coloured paper. Older children write a surprise letter to their parents and then post it in the letter box.
- The childminder helps children with their homework after school. She works with their teachers to support their learning. She talks about their day and information which needs to be passed on to their parents. She encourages children to be kind to each other and to say please and thank you.
- The childminder supports babies during their daily routines. She holds them close as she places their hands under the tap to wash their hands after eating. She wipes their faces when they get messy and changes their nappies with care.
- The childminder develops babies' language. For example, she reads and signs rhymes, such as 'Twinkle, Twinkle, Little Star'. She comments on what they are doing while playing. This helps children develop their own language.
- Babies behave well. They concentrate well throughout the day and wait patiently for their meals. They enjoy the meals provided, such as African puree mangos.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues. She is clear on her role and responsibility to keep children safe and acts swiftly if she has a concern about a child's welfare. The childminder attends regular training to ensure that she has the most updated information to protect children in her care from harm. She closely supervises children as they play indoors and on outings. The childminder conducts regular fire drills and when new children join the setting.

What does the setting need to do to improve?

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

- allow babies enough time to explore during play before starting the next routine
- make resources easily assessable to babies, such as reading books.

Setting details

Unique reference number	EY240753
Local authority	Redbridge
Inspection number	10138147
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 January 2016

Information about this early years setting

The childminder registered in 2003. She lives in Ilford, in the London Borough of Redbridge. The childminder operates her service daily throughout the year, between 8am and 6pm. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Pauline Valentine

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 showed the inspector around the areas of the home used for childminding.
- The inspector observed the childminder playing with children during a range of activities and assessed the impact on children's learning.
- Parent's written views were taken into account by the inspector.

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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