

Childminder report

Inspection date: 30 August 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

The childminder provides a nurturing, caring and safe environment for the children, who receive plenty of praise and encouragement. This helps to boost children's developing self-esteem and confidence. Children make choices about what they want to play with and enjoy the toys and resources on offer. The childminder is passionate about creating a homely space for children to feel part of a 'family'. This contributes to children having strong bonds with the childminder.

The childminder has high expectations of children's behaviour and they behave very well at all times. She successfully supports them in understanding how to respect others and form good social skills. Children are polite and well-mannered and have the confidence to talk to visitors about their play. For example, children kindly offer the inspector dough when she joins them at the creative table.

Children are provided with many opportunities to develop their physical skills. For example, children eagerly spend time in the well-resourced garden. Younger children move their hips to spin hoops around their bodies. They show control as they use scooters to carefully move around the garden path. The childminder confidently provides the children with opportunities to take risks and knows when they may need extra support. For example, younger children, who have recently learned how to walk, carefully navigate the step to the garden by themselves, taking great care as they do so.

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

- The childminder knows children well. She has a good understanding of what she wants children to learn next. She uses her knowledge of child development to help her ensure that children are making good progress in their learning. This helps the childminder to provide a broad and balanced curriculum.
- The childminder ensures children understand about leading a healthy lifestyle. For example, children happily explore different types of fruits and vegetables together at snack time. The childminder makes good use of local facilities, such as visits to the local park and sand pit areas. This promotes children's good health through their access to fresh air and exercise.
- The childminder keeps parents fully informed about their children's day and learning. She starts by gathering their starting points and plans effectively for their next steps. She works closely with parents about what children need to learn next and how they can do this together. Partnerships with parents are strong. Parents are particularly pleased with the resources that the childminder provides and her nurturing approach.
- The childminder completes mandatory training and keeps herself updated about changes in early years education. She regularly exchanges ideas with other

childminders. This helps her to plan interesting learning experiences for children. However, the childminder has not completed targeted professional development to extend further her knowledge and skills in order to provide children with education programmes that fully challenge their learning.

- Children show high levels of motivation and focus. They are highly confident in making their own choices and they persevere if an activity becomes tricky. However, the childminder does not always encourage younger children to complete tasks for themselves, to effectively support their independence.
- The childminder places a big emphasis on communication. She talks with the children constantly, engaging them in meaningful conversations. She repeats words back to the children to help them develop their language skills. Younger children attempt to make sounds to communicate, which the childminder instantly responds to.
- The childminder promotes early reading well. She has many books available to the children, related to what they are currently learning about. For example, the children have recently spotted many caterpillars in the garden and the childminder has provided children with books in the garden to learn more about caterpillars and butterflies.
- Children show a keen interest in creative activities. For example, younger children spend an extended amount of time exploring dough. They skilfully use their hands to roll the dough into balls and use the plastic forks to make different marks on it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge of the procedures to follow if she has a concern about a child in her care. She updates her training regularly to make sure she is aware of who to refer concerns to and how to report these concerns. She has a clear knowledge of the signs and symptoms of abuse. Children play in a safe and secure environment. The childminder assesses risks carefully and takes into consideration children's abilities and understanding of safety. The childminder supports children's understanding of how to keep themselves safe by talking to them about road safety and how to navigate around the garden.

What does the setting need to do to improve?

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

- increase opportunities for children to gain confidence in their own abilities, to compete tasks for themselves and to build independence
- seek wider training opportunities to strengthen the quality of teaching and knowledge of early years development to an even higher level.

Setting details

Unique reference number	973754
Local authority	Redbridge
Inspection number	10231716
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	6
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2001. She lives in Newbury Park, in the London Borough of Redbridge. She operates from Monday to Friday, from 8am until 6pm, all year round, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Laura Rathbone

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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