

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder wants children to learn and develop, but the curriculum is not well planned and implemented. Therefore, children are not fully benefitting from high-quality learning experiences. The outside environment is large and spacious. However, the childminder does not provide enough good opportunities to develop children's curiosity. They have limited choices to make new discoveries and to learn in fun ways; for example, when washing their cars in the garden. The quality of education that children receive is not yet good enough to help children to become fully engaged in their learning.

Overall, children behave well. They have opportunities to follow their interests. They also receive encouragement to select the resources they want to learn with. However, the childminder does not always make the best use of existing resources to provide experiences and activities that continually stimulate and excite children. Children are welcomed into a warm and caring environment, where they show they are happy and feel valued. Children and the childminder talk and laugh with each other. The children have a close relationship with the childminder, and this helps them to feel secure.

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

- There are some safety measures in place in the garden. However, there is a sizeable hole in the fence. This oversight demonstrates that risk assessments are not always effective. Although children do not access this area, it compromises their health and safety.
- At times, the childminder has unrealistic expectations of children's concentration spans, expecting some early years children to stay focused at an adult-led activity for approximately 45 minutes. This shows the childminder's knowledge of child development does not support all children's learning.
- Personal care routines are in place. There is a clean changing mat for younger children to have their nappies changed. The childminder observes signs of readiness and then supports children to toilet train. However, at times, children are not effectively supported to manage their own personal care routines. For example, some children do not use soap when washing their hands before they eat. This means that children are not always taught the link between good health and good hygiene practices.
- Children are confident to ask for help and organise some aspects of the environment. For example, they moved the book area away from the door to reduce the chances of people tripping over. The childminder praises children quickly for their efforts. She gently encourages them to try again when, for instance, children try to squeeze paint bottles. This has a positive impact on their personal development.

- Children independently use a range of activities that support the small muscles in their hands and fingers. Children learn how to use scissors. They enjoy selecting paints to use, and some practise writing recognisable numbers. This has a positive impact on their fine-motor development.
- The childminder implements a range of strategies to help to develop children's early reading skills. Some children take part in a daily phonics activity, where they demonstrate awareness of sounds and letters.
- The childminder frequently uses mathematical language with the children. During lunchtime, they notice and talk about slices of banana cut in two to make semi-circles. This supports children to develop early mathematical skills. This will have a positive impact on their readiness to move on to the next steps in their education.
- The childminder is aware of the weaknesses in her practice. She states her next steps are to improve the learning environment, both indoors and outdoors. She also has a focus on improving risk assessments.
- The childminder shares information about children's achievements with parents at drop-off and collection times. Parents feel comfortable to speak to the childminder if they have any concerns about their child's development and next steps. These regular communications between the childminder and families supports children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures and completes regular safeguarding training. She understands the importance of recognising any cause for concern about a child. She knows how to identify any possible risks to children and who to report concerns to, including allegations against adults working with children. The childminder completes fire drills with the children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective risk assessments to ensure that any possible hazards are identified and removed to continuously maintain children's health and safety.	03/10/2022

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

- strengthen knowledge of how young children learn, focusing on children's ages and stages of development
- ensure that all children are provided with a well-planned, stimulating outdoor curriculum that promotes their development in all areas of learning
- improve the implementation of hygiene procedures to help teach children to learn the links between good hygiene and good health.

Setting details

Unique reference number	2569310
Local authority	Redbridge
Inspection number	10239315
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 12
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ilford, in the London Borough of Redbridge. She operates Monday to Friday, 7am to 6.30pm, term time only. The childminder holds a Montessori Diploma at level 4.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The childminder and the inspector completed a joint observation together.
- The inspector viewed documents relevant to the inspection.
- Parents shared their views about the childminder with 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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