

Childminder report

Inspection date: 2 November 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 happy and secure within the childminder's home. They settle well and are eager to play with the resources provided. The childminder works well with parents and provides regular updates on the children's learning and development.

Children have warm and secure relationships with the childminder and the other children in the setting. This helps children become confident in their surroundings and with other adults. Children's behaviour is good. The childminder role models positive behaviour and uses praise to encourage good behaviour and manners. For example, she says, 'Thank you for sharing the glue stick.'

The childminder knows the children well, including their interests and what they can already do. This information is used to plan enjoyable and stimulating activities that help children make good progress in their learning and development. For instance, children developed an interest in people that help us, which was further developed through trips to the local fire station and with activities and books.

Children access activities, both inside and outside, and enjoy playing in the garden. They develop hand-to-eye coordination as they stick coloured tissue paper onto the various coloured glue marks they had made on the paper provided.

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

- The childminder has good relationships with parents. She values their thoughts and views regarding their children's learning and development. Parents have access to an app which regularly provides information and updates about their children's learning and activities. Going forward, the childminder is planning to develop the sharing of home learning activities to support children's learning at home.
- The childminder knows the children's individual needs and interests very well. She plans and monitors children's learning and development effectively. However, children's mathematical language could be further extended to support their mathematical learning. For instance, opportunities to count are provided, however, mathematical terms such as 'half' and 'quarter' could be introduced.
- Children enjoy playing in the garden. The childminder observes and identifies when the children need support to negotiate and share. For instance, she explains and role models positive behaviour during a skittle activity as the children are encouraged to wait, take turns and help each other when setting up the skittles. Children also take turns using the chalks at the mark-making activity and say 'please' and 'thank you' when offered snacks at the snack table.
- Children have close, nurturing attachments with the childminder. The childminder has a good understanding of children's individual care needs. For

instance, children are encouraged to put on and take off their shoes by themselves when going into the garden area.

- The childminder encourages children to follow good hygiene practices and to be independent in their self-care. She knows when children are thirsty, tired or need to use the toilet. At snack time, they know the handwashing routine well and follow this before sitting down to eat their healthy snacks.
- Children learn about oral health and are supported in taking part in an activity to support healthy teeth.
- The childminder acknowledges and celebrates the uniqueness of each child in her setting. Modern British values are promoted within the setting, and children are encouraged to help each other, share, follow rules, make their own choices and respect others. However, this can be further developed by providing musical instruments, songs and stories that reflect children's heritage and diversity.
- The childminder accesses training through the local authority and online to ensure her knowledge and understanding are up to date. She is aware of the processes and agencies she needs to contact should a child require additional support within her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates through discussion that she has a good understanding of her responsibilities in order to meet the safeguarding and welfare requirements. Policies and information from relevant safeguarding professionals are in place to support both her practice and the welfare of the children in her care. The childminder uses her own initiative and understands the need and her responsibility to stay up to date with safeguarding procedures by undertaking relevant courses organised by the local authority.

What does the setting need to do to improve?

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

- strengthen knowledge so that opportunities to encourage children's use of mathematical language are implemented
- extend opportunities to broaden children's knowledge of the diversity of their wider community, teaching them about themselves and others.

Setting details

Unique reference number	EY453629
Local authority	Havering
Inspection number	10235966
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	7
Number of children on roll	7
Date of previous inspection	9 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Hornchurch, in the London Borough of Havering. She provides flexible hours, from 7.30am to 5.30pm, every weekday, throughout the year.

Information about this inspection

Inspector

Tracey Warden

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 inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed the quality of the teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector observed the childminder's interactions and activities with the children.
- The inspector engaged with the childminder and children when appropriate during the inspection.
- Parents shared their views of the setting 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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