

Childminder report

Inspection date:

14 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settle well in the childminder's care. They form close bonds and attachments with her. Children display a strong sense of belonging at the childminder's home. They move around freely in the areas accessible to them. Children learn to take control of their experiences by telling the childminder what they want to do when they arrive from school. For example, they ask to eat before their play and tell her what they want to eat.

The childminder ensures that children have access to interesting resources to explore and to keep them fully engaged. For example, children enjoy playing with puzzles and learn to sort the pieces accurately. While playing with puzzles, children demonstrate good concentration and perseverance to reach the end. In addition, children enjoy playing with a guitar and they sing along to familiar nursery rhymes, such as 'Twinkle Twinkle Little Star'.

Children with a delay in their speech learn to express themselves and interact with the childminder confidently. For instance, they use simple words, body language and emotions. Children develop their independence while carrying out small tasks, such as managing their self-care needs and leading their play. The childminder has high expectations of children's behaviour. She gives children clear instructions and sets boundaries for them to behave well.

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

- The childminder provides stimulating activities and opportunities that meet individual children's needs and interests well. She ensures that children have regular access to their favourite resources to keep them engaged and to support their development. For instance, children explore with different animals, and learn their names and sounds.
- The childminder supports children's independence and confidence effectively. She allows them to choose their play, so that they have sufficient time to explore on their own and to learn through trial and error. For example, children use building blocks in various way, such as stacking them on top of each other to make a tower and placing them next to each other to make a line.
- The childminder supports children's communication skills well. For example, she gets down to children's level, uses simple words and body language when interacting with them. The childminder gives children sufficient time to respond to her questions and follow her instructions. As a result, children express themselves either verbally or non-verbally.
- The childminder adapts her practice for children with special educational needs and/or disabilities (SEND) effectively. For instance, she encourages them to hold

onto the railing while they walk up the stairs to support their physical skills. The childminder allows children to walk independently, but stays behind them to offer support, if required.

- The childminder supports children's personal development well. For instance, she encourages children to feed themselves and use the toilet on their own. However, the childminder remains close by to supervise them.
- The childminder promotes children's positive behaviour effectively. For example, she acts as a good role model for children to copy and offers praises for them to know when they are doing well. The childminder sets boundaries for children to learn right from wrong.
- The childminder develops close relationships with parents and school teachers to ensure that they share regular information about children's needs and development. For instance, they keep each other informed about the food children eat and work to encourage children to eat a wider range of healthy food options.
- The childminder maintains her continuous professional development well. For example, she is aware of the current statutory framework for the early years foundation stage and has completed paediatric first-aid training. The childminder recognises that she would benefit from further opportunities to enhance her knowledge and skills of how to support children with SEND further.
- The childminder evaluates her practice effectively. As a result, she is clear about her key strengths and areas for development. Parents feedback to the childminder positively about her services. For example, they feel that their children are safe in her care, and they praise the close relationships which form between them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She has a secure understanding of her role to safeguard and protect the children in her care. The childminder is aware of the signs and symptoms of abuse and neglect. She knows about the 'Prevent' duty guidance and the signs that may indicate a child is at risk of being exposed to extreme views. The childminder knows how to report concerns and allegations to the relevant authorities. She shares the safeguarding policies and procedures with parents and her assistant. The childminder completes regular risk assessments of her home to ensure that the environment is safe for children. She puts appropriate measures in place to keep children safe while they walk to and from school. For example, the childminder holds children's hands, and they cross the road at the traffic light.

Setting details

Unique reference number	EY248436
Local authority	Redbridge
Inspection number	10234692
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	4 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2003. She lives in Clayhall, within the London Borough of Redbridge. The childminder operates before and after school on Monday to Friday, from 8am to 9am and 3pm to 6pm. She works with her husband, who is her assistant.

Information about this inspection

Inspector

Martina Mullings

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 her evaluation of the provider.
- The inspector completed a learning walk and looked at areas of the childminder's home that children use, including the indoor and outside areas.
- The inspector spoke with the childminder, parents and children at appropriate times during the inspection.
- The inspector observed the activities provided and the interactions between the childminder and children. She assessed the impact of these on children's enjoyment and levels of engagement.
- The inspector reviewed documentation, including children's attendance records, paediatric first-aid certificate and policies.
- The inspector evaluated an activity with the childminder.

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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