

Childminder report

Inspection date: 18 January 2023

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 extremely happy and settled. They form affectionate bonds with the childminder in this safe and nurturing environment. Children are highly motivated and engaged in their play. They confidently select activities and toys that meet their interests. Children demonstrate their strong imaginative skills as they play. For example, they confidently find the inspector a 'croissant' from the 'shop' when she arrives. Children carefully hand out fruit to the childminder, reminding her to use her 'card' to pay.

Children are well behaved and respond well to the affection and praise the childminder gives them. For example, children who are in the process of toilet training ask to go to the toilet without prompt, which the childminder responds to with genuine pride. The childminder makes good use of the local community to enrich children's learning experiences about the world they live in. For example, children enjoy regular outings to open spaces. They explain to the inspector that they 'fed the ducks last week but it quite chilly'.

Children learn about and appreciate the similarities and differences of diverse communities. The childminder offers many opportunities for them to learn about what makes them unique and how to respect others. For example, children carefully choose different hair and eyes to put on cut out faces during an activity. They recognise that some people have 'rainbow hair' and some people wear glasses.

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

- The childminder plans a variety of exciting activities to help children make good progress from their individual starting points. For example, children confidently ask to 'make a circle' out of magnetic pictures, demonstrating their understanding of shape, which the childminder has been teaching them about recently. Children who are eager to play with the building role play carefully measure different objects using the tape measure. They extend this further by attempting to write down the numbers they have counted.
- The childminder establishes positive relationships with parents. She keeps them fully involved and informed in their children's learning, achievements and next steps. For example, she regularly shares photographs of activities they have enjoyed doing, what they are learning about and how this learning can be continued at home. These strong partnerships enable the childminder to learn as much as possible about what children enjoy when they are at home. She then incorporates this information into her curriculum.
- The childminder recognises the importance of supporting children with their communication and language skills. She models language, reads stories and has good-quality interactions. The childminder introduces new words to enrich

children's vocabulary. Children are strong communicators who enjoy sharing ideas and asking questions. For example, when looking at books together, they suggest that one of the animals 'looks a bit sad', which the childminder agrees with. Together they discuss what might have made them sad, exploring feelings and emotions as they do.

- The childminder reviews her practice regularly. She works closely with the local authority team. The childminder has completed mandatory training and keeps her knowledge up to date regarding safeguarding. However, she agrees that she could further improve her professional development to enhance her teaching skills even further.
- The childminder has clear aims for her curriculum. She knows the children well and has high expectations for each child in her care. The childminder monitors children's progress and uses this information to plan activities that follow their interests and learning styles. She uses children's next steps in learning to inform her planning and quickly identifies any potential gaps in their learning. This has a positive impact on developing children's knowledge and skills to help them learn and thrive.
- Children are highly independent. They happily find their bibs in their bags, carefully zipping and unzipping as they go and demonstrating their physical development. The childminder provides children with countless opportunities to make their own choices and decisions. For example, children choose what they would like to eat for breakfast, taking their time to consider their options before making their final decision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities to safeguard children. She undertakes regular safeguarding and child protection training to refresh her knowledge and is highly competent. The childminder recognises the signs that may indicate a child is at risk of harm. She has a secure knowledge of how to make a referral to the local authority. The childminder is aware of what to do if an allegation is made against her or a household member. She carries out robust risk assessments to ensure that children are always safe. The childminder supervises children well and makes sure that her home is free from hazards, to help minimise any risks to children.

What does the setting need to do to improve?

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

- further enhance professional development opportunities to help raise good practice to an even higher level.

Setting details

Unique reference number	EY332217
Local authority	Redbridge
Inspection number	10235011
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	2 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 December 2016

Information about this early years setting

The childminder registered in 2006. She lives in Hainault, in the London Borough of Redbridge. The childminder operates from Monday to Friday, throughout most of the year. She holds a relevant childcare qualification.

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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