

Childminder report

Inspection date: 25 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 have a loving and warm relationship with the childminder. They feel safe and secure in the childminder's care. Children engage in their play and confidently select activities and toys that meet their interests. This includes the babies, who are well supported by the childminder. Routines and activities are differentiated to meet the needs of the children.

The childminder and her assistant are respectful in their communication with children. Adults in the setting role model kind behaviour, and expectations are consistent for children. Children's emotional development is supported by the childminder, as she skilfully discusses their feelings and gives them reassurance. Children respond well to simple instructions to help them hang up their coats.

Children are independent and gain confidence in their self-care skills. For example, they follow good hygiene practices by independently washing their hands and blowing their noses. Children are given opportunities to learn new skills, such as fastening their zips and buttons on homemade busy bags. This helps children to develop the skill of putting on their own coat and shoes from a young age.

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

- The childminder role models a range of vocabulary and language skills. She introduces mathematical language, such as 'horizontal' and 'vertical', while older children create a bridge. Afterwards, children use these words independently in their play. However, on occasion, the assistant does not fully extend children's learning beyond what they already know, particularly when using mathematical language.
- Children regularly listen to a range of stories. They enjoy participating in storytelling sessions and build on this learning in their play. For example, after reading 'The Billy Goats Gruff', children build a bridge out of bricks for the troll to hide underneath. This supports children to gain good listening and understanding skills, as they learn to enjoy reading at an early age.
- The childminder sets appropriate challenges to promote children's independence. Children confidently manage their own self-care routines and make choices in their play. At snack time, they choose fruit from a large bowl. Children are experts at cutting up the fruit, without adult support, and share it out at snack time.
- The childminder is passionate about nature and teaches children to respect the world around them. She grows a range of fruit and vegetables with the children, and they delight in picking the food they have grown. They take pride in cutting up these foods and eating them together.
- Children's behaviour is very good. They show kind manners without prompt from

adults. For example, at snack time, a child calls out to say, 'thank you for a yummy snack'. Children treat their friends with respect and care. Older children independently collect coats and shoes for babies who cannot walk yet.

- Communication with parents is effective. The childminder supports parents during the settling-in process and offers further support for children's learning at home. Parents comment that they feel listened to and respect the childminder's knowledge.
- The childminder provides a range of opportunities to support children's physical skills. She understands the importance of encouraging children's muscle development, such as using bikes to build strength in children's legs.
- Children are provided with freshly cooked, homemade meals, healthy snacks and lots of exercise. Children have a good understanding of how to keep their bodies healthy, including oral hygiene.
- The childminder has a thorough knowledge of the children. Overall, she and the assistant plan effectively to support children's development. However, sometimes, the teaching opportunities to maximise children's challenge in learning are less consistent.
- The childminder is reflective of her own development and attends training courses. For instance, after attending an early language course, she includes more opportunities for singing and rhyme time. This has a positive impact on the children's communication and language skills. She shares good practice with her assistant, with whom she has regular supervision meetings to ensure their knowledge is up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She refreshes her knowledge regularly, including wider safeguarding issues. She knows what signs and symptoms indicate that a child is at risk. She is confident to report any concerns to the local authority. The childminder carries out a robust risk assessment to ensure that her home is safe for all children. She supervises children well, to help minimise risk.

What does the setting need to do to improve?

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

- enhance the teaching of mathematics to help children to consistently build more on what they already know
- focus more consistently on providing teaching opportunities to extend and challenge children's learning as they arise in their play.

Setting details

Unique reference number	EY397506
Local authority	Newham
Inspection number	10235339
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	27 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Forest Gate, in the London Borough of Newham. She cares for children from Monday to Thursday, throughout most of the year. The childminder holds a level 3 qualification and is registered to work with an assistant.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector spoke to parents and took into account their views.
- The inspector looked at relevant documentation relating to the childminder's suitability and qualifications.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.

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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