

# Childminder report

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Inspection date:

6 February 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children giggle excitedly as they play in the childminder's home. They explore a rich variety of activities, indoors and outdoors. Children thrive, investigating their surroundings and making choices about what to play with. Children chat to the childminder and her assistants, who expertly guide them to develop new skills and knowledge. Children learn about how things grow. They thoughtfully answer questions about what plants need to survive. Children are exceptionally curious about the world around them.

Children are extremely motivated to share their own experiences. They go on daily trips to the park and duck pond, and they explore their local community and beyond. Children visit the beach and local allotments. They use their new knowledge from new experiences to make links in their play. This helps them to remember long term what they have learned.

Children's behaviour is impeccable. They listen carefully and follow instructions. During show-and-tell sessions, all children share what is important to them. The youngest children excitedly talk to their friends about their favourite toys from home. All children listen intently and respond positively to their friends. There is a culture of respect among children. They cheer and clap their friends. This is role modelled by the childminder and her assistants. Children show extremely high levels of self-esteem.

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

- The childminder has implemented an extremely ambitious curriculum. She works with her assistants to meticulously identify children's next steps in learning. She plans in detail with her assistants exactly what knowledge and skills children will gain in planned activities. For example, the childminder uses prompt cards to ask children thoughtful questions during activities. Staff understand completely what children need to learn next. Children are very well prepared for the next stage of their education.
- The childminder and her assistants are extremely attuned to the individual learning needs of children. They make links between children's home experiences and play activities. For example, children clean toy cars in the garden. The childminder skilfully asks children a range of questions about their home experiences. Children enthusiastically tell her about going on the train and cleaning their own car at home. When children need additional support, the childminder swiftly seeks guidance from external agencies. The childminder knows that it is important for children to receive early help from experts. All children meet their developmental milestones.
- The childminder supports children's language development in an inspirational

way. She skilfully teaches children new and ambitious language. The childminder and her assistant deliberately select new words that extend children's vocabulary. They model and repeat a range of increasingly complex sentences. Children absorb new language quickly. They hear and respond thoughtfully to questions. There is a culture of conversation in the setting. All children babble and chat excitedly and share what they understand. This helps children to rapidly gain confidence and language skills.

- The childminder helps children to become highly independent. Children learn self-care skills and do things for themselves. For example, during snack, even the youngest children cut up their own watermelon. Children notice that they can do things by themselves. This gives them confidence.
- Parent partnerships are extremely strong. They are overwhelmingly positive about the care their children receive. Parents report that their children make rapid progress. They say that they are given daily feedback about what their children are learning. Parents understand what their children know and can do. The childminder knows that this helps parents to support their children's learning at home.
- The childminder creates a culture of respect in her home. She teaches children to celebrate each other's differences. The childminder plans opportunities for children to explore different people and communities. This includes outings to meet new people, and they cook a range of foods and celebrate each other's cultural differences. Children learn how people are different. They develop a strong sense of self-identity.
- The childminder is extremely reflective of her practice. She routinely provides a range of professional development opportunities for her assistants. For example, the childminder and her assistants have recently undertaken training to help identify children with special educational needs and/or disabilities. This helps children to receive expert help as early as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know the signs that may indicate that a child is at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. The childminder regularly arranges training to refresh the knowledge of her and her assistants. She robustly carries out suitability checks. The childminder knows how to ensure the continuing suitability of her and her assistants. She carries out regular risk assessments in her home in order to keep children safe. The childminder and her assistants know the procedures for reporting allegations relating to other adults.

## Setting details

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| <b>Unique reference number</b>                     | EY459681  |
| <b>Local authority</b>                             | Havering  |
| <b>Inspection number</b>                           | 10236101  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 0 to 5  |
| <b>Total number of places</b>                      | 18  |
| <b>Number of children on roll</b>                  | 17  |
| <b>Date of previous inspection</b>                 | 8 February 2017   |

## Information about this early years setting

The childminder registered in 2013 and lives in Upminster, within the London Borough of Havering. She offers care all year round, from 7.30am to 6.30pm, Monday to Thursday. The childminder works with two assistants and holds a suitable early years qualification at level 3. The childminder offers funded early education to children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kate Daurge

## 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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions of the childminder, her assistant and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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