

# Childminder report

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Inspection date: 7 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy in the childminder's home. They establish friendly and nurturing bonds with her. Children's physical play is developing well. They have good opportunities to develop their small- and large-muscle skills. For instance, babies crawl and pull themselves up to standing to reach for toys that interest them.

The childminder's curriculum has a strong focus on supporting children to feel part of their wider community. Children go on trips to places of interest in the community, such as temples and parks. This helps children to learn about their world. Children develop their confidence in age-appropriate ways. They show good levels of concentration as they independently feed pet rabbits with hay. The childminder is a good role model. Children hear her calm tone and encouraging words as she offers plenty of praise to them for sharing through play and other experiences. This helps children learn how to care and play respectfully.

Children wake up naturally from their sleep. They sleep both indoors and outdoors. Effective arrangements suit the individual care needs of babies.

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

- The childminder continues to raise the standards of her setting by looking at ways to improve the service she provides. She completes regular, useful and relevant online courses and webinars to support her practice and reads current research to support early years education. This helps to improve children's learning.
- The childminder knows the children well and provides experiences that support their interests. She works closely with parents to establish children's starting points, ensuring that children receive support from the beginning of their journey in the setting. For example, children who would benefit from being around other children regularly attend playgroups. This helps them to interact and make friends with other children.
- Children show an interest in animals, the pet rabbits and a small-world farm. The childminder builds on what the children need to know next by explaining what the rabbits are doing and playfully naming animals and their sounds as they play together. This strengthens children's next steps in learning.
- Overall, children develop their communication and language skills well. The childminder helps babies and young children to learn simple words, such as 'ball' and 'tap'. However, at times, some children's use of dummies reduces their opportunities to fully develop their developing speaking skills.
- The childminder helps children to learn a range of nursery rhymes. She sings with the children as part of their daily routine. The childminder uses colourful scarves to attract their attention. Some children respond by moving their bodies

as they imitate her movements. The childminder helps children to understand and develop an awareness of rhyme and rhythm.

- The learning environment indoors is inviting. It is well laid out to enable children to have a lot of opportunities to follow their interests. However, children do not get enough time to explore resources and solve problems. For example, children select a hammer and ball game. As soon as they meet a challenge, the childminder completes the game for them.
- Parent partnerships are good. Parents appreciate the individual support their children receive, such as a flexible plan to support settling in. They comment on the friendliness of the childminder and her welcoming family. This help children to develop a sense of security and belonging.
- The childminder uses a communication book and speaks to parents at the beginning and end of each day to share information about their children's progress. This has positive impact on children's learning and care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures and completes regular safeguarding training. She demonstrates a good awareness of safeguarding practice. The childminder understands the importance of recognising any cause for concern about a child's welfare. She knows how to report any concerns, including allegations against adults working with children.

## **What does the setting need to do to improve?**

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

- consider how comforters, including dummies, are used with children to further enhance their developing communication and language skills
- provide more opportunities for children to explore resources and problem-solve, to extend their learning further.

## Setting details

<b>Unique reference number</b>	2568823
<b>Local authority</b>	Havering
<b>Inspection number</b>	10232199
<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>	1 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Rush Green, Romford, in the London Borough of Havering. The childminder holds a childcare qualification at level 3. The childminder operates from 8am to 5.30pm, Monday to Friday, all year round.

## Information about this inspection

### Inspector

Anne-Marie Giffits-Walker

### 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 and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact these had on children's learning.
- A joint observation was carried out by the childminder and the inspector.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector.
- The inspector obtained the views of parents through discussions.

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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