

Childminder report

Inspection date: 3 April 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 good relationship with the childminder. They approach her to share books. Children look at the animals in the story. The childminder provides names for animals that the children do not recognise. For example, children point to an animal and give an enquiring look. The childminder tells them, 'That's a gazelle.' Children explore the trains and cars in the garden. They let cars go down a slope, showing excitement as they reach the bottom. Children use water and paintbrushes to 'paint' a wall. They practise making large marks and patterns, watching them disappear as they dry.

Children access a mixture of adult-led and child-led activities. Children spend time completing a variety of craft activities. They decorate an Easter basket, choosing stickers to add to it. The childminder encourages the children to take the backing paper off the stickers themselves. When she sees they are struggling, she offers help by lifting a small part of the edge. This enables the children to feel proud when they can remove the paper themselves. Children are confident to approach visitors, showing how they cuddle the baby dolls and place them in seats.

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

- The childminder has a good curriculum in place. She completes regular assessments of children. The childminder shares their next steps with parents to ensure they work together to enable the children to make good progress.
- Parents state they are happy with the care and education the childminder provides for their children. They receive regular updates during the day with photos and information on an online system.
- The childminder has a positive settling-in procedure. Children visit with their parents before attending alone. The childminder gathers relevant information that will support the children when she is caring for them. She ensures that she finds out about what children already know and can do. This allows the childminder to have a good understanding of the children's development when they start with her.
- The childminder supports children with a variety of mathematical concepts. She encourages children to count, using toy animals and chocolates that are then placed in the Easter basket. This allows children to gain an early understanding of numbers.
- Children experience a range of vocabulary. The childminder uses all opportunities to provide and model the correct language. For example, when a child plays with a sheep, they call it a 'baa baa'. The childminder models the correct word, saying, 'Where shall we put the sheep?'
- Children are developing their independence. The childminder supports children to persevere when they struggle to push the lid onto the felt-tip pen. She talks

to them about having to 'push the lid hard' and listening for a click. When the children manage to complete this, they receive praise, which encourages them to continue trying when they struggle with activities.

- The childminder shares the care of children with other providers, and parents give her information they have received from those settings. However, the childminder does not make contact or share information consistently with the other providers. This means children do not fully benefit from a shared approach to their learning.
- The childminder ensures that children regularly go on outings. She takes them to a playgroup and to visit the local park. The childminder feels that this is beneficial for children as it allows them to socialise with other children.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She recognises the importance of supporting parents and working with other professionals. The childminder records and monitors progress for all children who attend. This allows her to quickly highlight any concerns she may have with any child.
- The childminder reflects on her practice and recognises the importance of continuing with her own professional development. She completes regular training to keep her knowledge and practice up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard children in her care. She recognises the signs of abuse and knows who to contact to make a referral. The childminder understands her role regarding the 'Prevent' duty. She is aware of other safeguarding issues, such as county lines. The childminder understands that children may require assistance from early help to provide suitable support for them. She has attended safeguarding training, and she feels this has helped her gain further knowledge about how to safeguard children.

What does the setting need to do to improve?

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

- extend information-sharing with other early years settings to fully support and complement children's care and learning experiences.

Setting details

Unique reference number	EY410040
Local authority	Havering
Inspection number	10280197
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2010. She lives in Collier Row, within the London Borough of Havering. The childminder operates on weekdays, 7.30am to 6pm, throughout the year, apart from family holidays and bank holidays.

Information about this inspection

Inspector

Denise Clayton

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 provider.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the childminder completing an activity, which the childminder then reflected on.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about their 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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