

Childminder report

Inspection date: 4 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 thrive in the care of the childminder and enjoy playful interactions, laughing as she tickles them. They behave well and are aware of the boundaries. For example, they take notice when she reminds them to walk indoors. The childminder provides a curriculum that supports children's learning and interests. For example, children access books about dinosaurs, as they have shown an interest in these recently.

Children take turns when playing games. Occasionally, the childminder reminds them, saying, 'My turn. Your turn.' Children spend time drawing and concentrate as they make marks on the paper. They play in the garden, using a range of resources. For example, children climb on a climbing frame. They use their gross motor skills to pull themselves up and lower themselves down. Children become excited as they gather different-sized balls and place them in a toy shopping trolley.

Children are confident to approach visitors. They bring books to share. Children show visitors how they rock a baby doll and carefully place her in a doll's seat. The childminder takes children on a variety of outings. For example, they go to a weekly playgroup and visit the beach. This gives children opportunities to become aware of different environments.

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

- Parents are extremely happy with the care their children receive from the childminder. They feel their children benefit from trips out and being able to socialise with other children. Parents feel well supported and appreciate the advice they receive. For example, the childminder supports parents as they work together on toilet training for the children.
- The childminder has a good understanding of children with special educational needs and/or disabilities (SEND). She recognises the importance of working with parents and other professionals. However, the childminder does not consistently establish contact with other settings that children also attend. This does not ensure a shared approach so that children, including those with SEND, make the best possible progress.
- Children gain a good understanding of early mathematical concepts. They confidently count to 10 and, with support, count to 30. Children are beginning to recognise the numerals one to five. The childminder talks to them about towers being big as they build with bricks. Children respond, saying, 'It's going to be massive.'
- Children are developing a good vocabulary. They sing nursery rhymes spontaneously. For example, as they start to tidy up, they sing 'Twinkle twinkle

little star'. The childminder introduces new words, for example by suggesting they search for the stegosaurus that is hiding.

- Children take part in cooking activities with the childminder, who helps them to understand the process of how to make cakes. They talk about the types of cakes they have made and how they will add icing to the top. Children discuss the colour for the icing and share their excitement about showing their parents what they have made.
- The childminder has a robust settling-in procedure. Parents visit with their child before they start. This allows the childminder to gather relevant information to support the child. She uses this information to gain an understanding about the child's early development and prepare their next steps.
- The childminder has good links with other childminders and meets regularly with them. This enables her to share information about changes to early years requirements and talk about good practice.
- The childminder advises parents about suitable foods to provide so that children benefit from a healthy range of foods in their lunch box. For example, she encourages parents to always provide fruit for their children.
- The childminder understands the importance of helping children to be ready for school by ensuring they learn key skills. For example, children learn to follow simple instructions, manage their personal care and share resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to safeguard children. She recognises the signs of abuse and has good processes in place should she need to make a referral. The childminder is aware of the importance of maintaining suitable written records. She understands her role regarding 'Prevent' duty and is aware of safeguarding issues such as county lines. The childminder completes risk assessments, including for outings, to help ensure children are safe.

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 enable a shared approach to children's learning.

Setting details

Unique reference number	EY330115
Local authority	Havering
Inspection number	10280092
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 September 2017

Information about this early years setting

The childminder registered in 2006. She operates from 7.30am to 6.30pm, Monday to Thursday, all year round except for bank holidays and family holidays. She holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- 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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