

# Childminder report

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Inspection date: 16 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are well cared for by this experienced childminder. She thoroughly understands their learning and developmental needs and goes out of her way to make sure they make good progress. She has high expectations of what children can achieve. Children learn how to look after themselves and to care for the home environment. For example, they put on their own coats and shoes and tidy away their toys after playing with them.

Children's personal and social skills are well supported by the childminder. She teaches them how to share and take turns. Older children learn how to care for their younger friends. They adapt their play to make sure babies are included and show genuine consideration for their needs. For example, older children support children who are still learning to walk and are unsteady on their feet. They hold their hand as they move around the play space.

Early mathematics is a focus. Children practise using numbers to 10 as they count the steps on the stairs, and point out shapes they recognise when looking at books. Reading and a love of books are encouraged. Children enjoy listening to stories while snuggling with the childminder. She asks them lots of questions to develop their thinking and teaches them how to look after the books. She asks them to put them away so they do not get damaged.

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

- The childminder has a good understanding of child development. She knows the impact good teaching has on children's learning and the progress they make. She tailors her teaching according to their individual needs.
- The childminder designs her curriculum to take account of children's interests. This ensures they enjoy activities and stay focused when learning. For example, babies enjoy playing with musical instruments. She provides a range of different instruments for them to explore with their senses. They choose the instruments that make the sound they like and excitedly shake them, practising how to hold them correctly so the sound is continuous.
- Communication and language skills are taught well. The childminder exposes children to spoken English constantly. She describes what they are doing and encourages them to practise speaking using simple words, always repeating them so children learn the correct pronunciation. She speaks slowly and clearly to support children's understanding.
- Physical development is well supported by the provision. Children's hand and finger muscles are strengthened by activities that involve them using a pincer grip to hold small objects. Large physical skills are improved by time spent in the garden and local parks, where they run, climb and balance on equipment.

- The childminder talks about how important it is for children to have clear routines as this makes them feel secure. Children understand when it is time to clear up the play space to get ready for the next activity and when it is time for lunch. Children are learning how to behave well. To support them, the childminder explains why certain behaviour is not allowed and the impact it can have on others.
- Children with special educational needs and/or disabilities make good progress. The childminder ensures parents share the advice they receive from other professionals involved in their children's care. She follows the support strategies they advise and closely monitors children's progress towards achieving their targets.
- Parents are extremely positive about the childminder's care. They praise her knowledge of their children, and how safe and secure she makes them feel. They appreciate the daily communication that keeps them abreast of children's experiences. However, she does not explicitly share the learning she is focusing on, including how she is supporting children's independence skills. In addition, she does not always provide ideas for activities parents could do at home, to ensure a consistent approach to children's care and to support greater levels of progress.
- The childminder takes her professional development seriously. She recognises when she needs to update her knowledge and skills. She attends regular childminder forums, organised by the local authority. Here, she learns about new early years thinking and current educational strategies. She is self-reflective and acts on the advice of others. For example, she uses the outcomes of early years adviser visits to improve her provision.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder clearly understands her safeguarding responsibilities. If she has any concerns about a child's welfare, she knows what she should do and to whom to report her concerns. She attends regular training to ensure that she remains up to date with safeguarding requirements and any changes in legislation. She supervises children very well and ensures that her home and garden is safe and risk-free. For example, she carries out regular risk assessments, which help her to identify and remove possible hazards, to keep children safe. All the required documentation and records are in place.

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

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

- strengthen partnerships with parents further to support children's learning to an even higher level.

## Setting details

<b>Unique reference number</b>	EY413183
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10264401
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	14 June 2017

## Information about this early years setting

The childminder registered in 2010. She lives in Woodford Green, in the London Borough of Redbridge. The childminder has an appropriate childcare qualification at level 3. The childminder operates Tuesday to Friday, from 8.30am until 5.30pm, all year round.

## Information about this inspection

### Inspector

Paul Church

### 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.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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