

Childminder report

Inspection date: 23 November 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

The childminder has a good learning programme in place. She knows children well and supports their individual learning needs effectively. For instance, while children are playing in the role-play areas they share pretend pasta and talk with their friends. Other children use single words as they play in the same area. This demonstrates that children are developing their communication and language skills in fun and age-appropriate ways.

The childminder's setting is warm and welcoming. When children are sleepy, the childminder settles them in a calm and quiet area where she monitors them carefully. This promotes children's safety as they sleep. Children wake naturally from their naps and this aids their emotional health and well-being.

The childminder builds familiar enjoyable routines into children's days. She makes 'tidy-up time' a fun experience. Children sing and receive encouragement to place their toys and other resources in the correct places and containers. The childminder is a good role model. She talks to children in a calm tone and encourages good manners and sharing through their play. Children use 'please' and 'thank you' often. They have clear boundaries for behaviour.

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

- The childminder has put in place good opportunities for children to develop their small- and large-muscle skills. For instance, children chase bubbles in the garden and excitedly reach out and try to pop them. Some children create artwork and build with blocks. The space is well laid out, with space for the youngest children to crawl around and play. This promotes children's physical development.
- The childminder quickly praises children for their efforts as they play. For instance, she congratulates the children as they count from one to five when they feed the fish by throwing them small handfuls of food. Children are confidently learning and embedding early counting skills.
- The childminder has an array of good-quality books to support children's literacy skills. The children enjoy sharing these books with the childminder. However, occasionally, the childminder limits children's time during some activities and directs their play. This reduces children's opportunities to extend their curiosity and learning even further.
- Children have fun as they develop their early writing skills. The childminder provides colouring pens and pencils for children to make marks. She talks to children about the marks they make. This helps children to learn that marks represent meaning.
- The childminder uses a planned daily rhyming session to support children's language development. Children sing nursery rhymes with actions. They are

learning the meaning of new words, such as 'hopping', 'jumping' and 'skipping'. Children are developing early language skills.

- The childminder sets up the environment well and supervises children to take care of their own personal needs independently. They confidently wash their hands after learning in the garden, before eating and after toileting. The childminder has put pegs with children's names on in the bathroom. This helps children to recognise their names and dry their hands on their individual hand towels. Children are learning to support their self-help skills well.
- Children enjoy fruit at snack time, which the childminder prepares. Children are developing simple independence skills. Some children pour their own drinks and serve themselves fruit. Some children hang their coats on their pegs when they come in from outside.
- The childminder reflects on her practice and finds ways to improve her knowledge. For instance, she attends training to further her knowledge, such as sessions on supporting children's speech, language and communication. This helps to improve learning outcomes for children.
- Parents are complimentary about the childminder. They comment that she is friendly and approachable. She talks to them about the progress their children are making at the setting. This supports good partnership working with parents.

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. The childminder ensures that the environment is secure and safe, and she completes daily risk assessments.

What does the setting need to do to improve?

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

- offer children more time to choose how they want to play with resources to extend their curiosity and learning further.

Setting details

Unique reference number	EY265693
Local authority	Redbridge
Inspection number	10308145
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	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2003. She lives in Ilford, in the London Borough of Redbridge. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anne-Marie Giffits

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 inspector completed a learning walk with the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed relevant documents as part of the inspection.
- The inspector considered parents' views on the setting.
- The inspector completed a joint observation with the childminder.

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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