

Childminder report

Inspection date: 23 January 2024

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 are happy and safe in the childminder's setting. They demonstrate this during play, as they are secure and motivated to learn. The childminder knows the children and families very well, also having cared for older siblings. Children are well behaved. They share, take turns, settle and play with activities for some time. The childminder finds out about children's abilities and interests to help plan a creative and interesting curriculum. The childminder has high expectations of children's learning.

The childminder provides good opportunities for children to learn and develop. For example, children extend their physical development well. Children improve their large motor skills as they climb and move freely outdoors. Children extend their fine motor skills effectively, for example they hold and grasp small bricks, build small towers and fix together puzzle pieces. Children handle pens and make marks and print on paper. Children enjoy listening to stories, as the childminder encourages children to talk about the pictures in the story. Children understand what is happening and make comments, which helps support their language and communication. The childminder supports children to be independent. Children take responsibility to help tidy away resources before selecting different toys to play with.

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

- The childminder recognises that since her break from working, she has not been able to extend her childcare knowledge and professional practice. She has started to update her knowledge by reading relevant documentation, and she plans to undertake further training. However, this has not been completed as yet so that she can fully improve her practice to help improve outcomes for children.
- Partnerships with parents are strong. The childminder speaks with parents daily, updating them on their child's day at the setting. She completes daily journals for parents to read. She shares information about children's progress and next steps in learning, uploading pictures of children's achievements to an app. She discusses ideas for learning at home. All this supports meeting children's individual needs.
- Care practices are good. The childminder speaks to parents about children's transition to potty training and how this will be achieved. Children are encouraged to feed themselves and to wash their hands before eating.
- At snack times, children are encouraged to try different foods, and given opportunities to make their own choices. This helps to support the development of good eating habits and behaviours.
- The childminder has a secure understanding of safeguarding policies and procedures. She can identify any signs that may give her cause for concern and

knows how to follow reporting requirements. She is aware of the signs of radicalisation and knows what action to take if an allegation is made against her or a family member.

- The childminder supports children's mathematical development. Children show an understanding of size and shape as they problem-solve how to fit puzzle pieces correctly. They describe the fruit-shaped puzzle pieces, recognising different fruits. Children count the number of puzzle pieces and can name the colour of each piece.
- The childminder encourages, asks questions about and praises children's achievements, building their confidence and self-esteem.
- Children look forward to planned trips to visit the local duck pond. They ask to go out, showing confidence in asking for what they want. Children learn about nature, the wider world and the people who live in it.
- The childminder listens to children as they talk about people who are familiar to them. Children talk about their close family members and what they are doing, such as older siblings going to school. Children talk about new family pets and how they care for them. This supports children to make sense of their own world and the world around them.
- The childminder talks to children about the weather and the seasonal changes, and how these affect what they must wear when they go out, such as wearing coats because it is raining outside. All this supports them to develop their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance her knowledge of updated early years theory and implement this into practice to further improve learning opportunities for children.

Setting details

Unique reference number	EY491102
Local authority	Havering
Inspection number	10291945
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	2
Date of previous inspection	5 March 2018

Information about this early years setting

The childminder registered in 2015. She lives in Upminster, in the London Borough of Havering. She offers care from Monday to Friday, from 7.30am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Caroline Preston

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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