

# Childminder report

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Inspection date: 26 January 2024

<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

The childminder provides a safe, welcoming environment for children to learn and grow. Her home is well organised, and children explore and participate in a range of activities with confidence. The childminder spends time getting to know children and their families to ensure she forms a close bond with them. The childminder sets high expectations for children's behaviour, and they consistently meet these expectations. Children form early friendships with each other, and older children play cooperatively with toddlers. For example, when building with construction bricks, older children play next to toddlers and patiently wait for them to select the construction bricks they want.

The childminder values each child's unique qualities and teaches them about different cultures and the world around them. Children are exposed to a variety of festivals and customs, which helps them to appreciate their own individuality and the diversity of others. Toddlers develop their communication skills through quality interactions, books and storytelling. Older children develop a very wide vocabulary and learn to express themselves effectively. The childminder engages children in ongoing purposeful discussion as they play, which develops their good language skills. The childminder plans an ambitious curriculum that helps children to develop skills for their future education. For example, children develop their independence skills, recognition of numbers, and proper use of a pencil effectively.

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

- The childminder creates a curriculum that is planned to enhance children's learning and development. She plans activities that are challenging for the children and adapts them based on their age and level of development. For instance, when older children learn about number matching and quantity using balloons, her co-childminder engages the toddlers in a game of catching and counting balloons.
- Children have some opportunities to be physically active by playing football in the garden. This helps them to develop their muscles and coordination. Toddlers become more confident in their walking abilities and are encouraged to take on new challenges such as picking up and carrying small objects. However, the childminder is aware that her garden is not routinely accessible and outdoor learning is less focused during the winter. However, the children have the opportunity to go out on planned outings, where they develop their social and physical skills well.
- The childminder has a kind and consistent approach to nurturing good behaviour in the children. She uses lots of positive interactions and praise to motivate them. The children respond positively to her praise by eagerly following simple instructions, such as helping to get out resources and to tidy up. The

childminder encourages good friendships by teaching children to share and take turns.

- Children make good progress in their problem-solving skills. For instance, toddlers enjoy taking part in stacking toys and practise their hand-to-eye coordination. Older children complete and match picture puzzles. They identify numbers and shapes, matching and comparing them in a wide range of practical activities. All children, including those in receipt of additional funding, make good progress from their starting points in all areas of the curriculum.
- Children are learning good personal hygiene through consistent routines and positive role modelling by the childminder. This enhances children's emerging understanding of how to keep themselves healthy. Children enjoy healthy snacks and freshly prepared meals cooked by the childminder. Older children have a good understanding of healthy eating and talk about growing strong if they eat healthy food.
- The childminder forms strong relationships with parents. She works closely with them during the settling-in period and thereafter. Parents are actively encouraged to share their views, and their comments are highly complimentary. Parents feel that their children are supported very well and make good progress with the childminder.
- The childminder and her co-childminder assess their setting to ensure that the standard of their teaching and care remains consistently high. For example, to ensure good attendance practice for all children, the childminder has devised an attendance monitoring system. This promotes good outcomes for children. However, while the childminder has undergone required training, she has not yet established a comprehensive plan to enhance her professional development further.

## 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:**

- extend the opportunities for children to have regular access to the well-resourced outdoor area
- identify professional development opportunities to enhance the existing good knowledge and teaching further.

## Setting details

<b>Unique reference number</b>	EY366495
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10308238
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	19 March 2018

## Information about this early years setting

The childminder registered in 2008 and lives in Chadwell Heath, in the London Borough of Redbridge. She works with her husband, who is also a registered childminder. The childminder holds a relevant childcare qualification at level 3. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Rubina Nijabat

### 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.
- 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 provided the inspector with a sample of key documentation, including parent testimonials, 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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