

# Childminder report

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Inspection date: 13 February 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 and her assistant provide a welcoming and nurturing environment for all children. Children feel safe and form strong attachments. The childminder and her assistant encourage children to be kind and respectful, building strong bonds between older children and younger children. They gently play together, sharing toys and experiences. Children develop empathy and an understanding of others around them through these interactions.

Children's well-being is paramount. Children have opportunities to learn indoors and outdoors. They enjoy a range of experiences to learn different skills. For example, they balance on large tyres and ride bikes in the garden, gaining confidence in their physical abilities.

The childminder and her assistant proudly support children's creativity. The childminder is particularly passionate about children developing their artistic flair. For example, children enjoy painting with large brushes and create colourful pictures. Their work is proudly displayed on the wall. Children delight in saying 'I did that!', pointing to their work. This supports children to develop their confidence.

The childminder gathers an abundance of information before the children start with her. She builds on this knowledge to further enhance children's experiences while they are in her care, enabling them to make good progress. The childminder is committed to providing high-quality learning for all children.

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

- The childminder knows what she wants to teach children. The curriculum is well balanced and thought out. Children are encouraged to build on their existing skills and improve their knowledge. For example, the childminder provides puzzles for younger children to strengthen their hand muscles. Children are keen to learn and they stay engaged for long periods of time.
- Children generally develop good communication and language skills. They use a range of vocabulary, supported by gentle encouragement from the childminder and her assistant. For example, as children draw pictures, their attention is drawn to the different shapes they have created. Children are asked open-ended questions to further develop their ideas. However, on occasions, children are not given enough time to respond to the questions that have been asked. This means that children are not always able to form their own responses.
- The childminder and her assistant have high expectations of children's behaviour. They are strong role models as their interactions are calm and kind. Children play together nicely, and, through gentle guidance, the childminder

facilitates the different ages very well. For example, as children play in the toy kitchen, older children gently share the cups and saucers with the younger children as they make tea.

- The childminder encourages children to be independent by providing opportunities for self-care. For example, there are tissues available at children's height so they can clean their noses independently. This means that children develop strong foundations for good hygiene and how to stay healthy.
- Children enjoy learning about a range of cultures and religious events. They enjoy learning about different celebrations from around the world. Parents share their cultures with the childminder. Parents bring in traditional food and clothing to further extend children's learning.
- The childminder builds and maintains strong relationships with parents. She values parents' opinions and works closely with them to support children's continued progress. For example, she has a home learning book that she encourages parents to use with their children. This collaborative working ensures consistency and supports the children's development.
- The childminder and her assistant know the children in their care very well. This allows the childminder to tailor the curriculum to each child's individual needs and interests. She conducts regular assessments and observations that she uses to plan children's next steps. For example, she planned an activity to support a child's growing confidence with their communication.
- The childminder and her assistant value their professional development and ensure that all mandatory training is up to date. The childminder regularly updates her professional knowledge of all aspects of child development. She uses this knowledge to inform her planning and give the best provision for the children in her care.

## 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:**

- give children more time to answer questions, to develop their language and communication skills further.

## Setting details

<b>Unique reference number</b>	EY336657
<b>Local authority</b>	Newham
<b>Inspection number</b>	10305436
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	21 February 2018

## Information about this early years setting

The childminder registered in 2006 and lives in Forest Gate, in the London Borough of Newham. She offers care from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works alongside an assistant.

## Information about this inspection

### Inspector

Sai Arunn

### 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 observed the quality of the interactions between the childminder, the children and her assistant.
- The childminder provided the inspector with a sample of key documentation.
- Parents shared their thoughts on the childminder with the inspector.
- The childminder, children and inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for safeguarding.

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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