

Childminder report

Inspection date:

29 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children develop strong bonds with the childminder and are settled in her care. This shows that they feel safe and secure. The childminder is caring and kind towards children. She provides them with extra care and attention when needed. For example, the childminder checks children regularly as they sleep.

The childminder knows children and their interests well. She allows them to choose resources that they are interested in. However, the childminder does not always provide a consistent, varied and broad curriculum for children based on what they know and need to learn next.

Overall, the childminder meets children's needs. She takes children on outings to local parks and soft-play centres, so that children get lots of opportunities to run, climb and develop physically. Children enjoy looking at familiar books with the childminder. They sing songs and rhymes, which helps to encourage their speech and language development. Children happily chat to the childminder and are familiar with a good routine.

Children behave well. The childminder reminds them to share and wait patiently for their turn. She models kindness and is warm towards children. The childminder supports and encourages to be confident and independent in their self-care skills.

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

- The childminder has a general overview of children's learning and development. She is keen to provide a stimulating curriculum for children. However, the childminder has not kept her knowledge up to date of how to provide a carefully thought-out curriculum. She does not consistently assess what children already know in order to plan for their next steps of learning. The childminder does not confidently reflect on her practice and consider how this impacts on children. During these times, children are not engaged in their learning or developing to their full potential.
- Children learn to develop their confidence and self-help skills. They confidently use the toilet, wash their hands and take care of their own coats and shoes. Children know the routine, and are excited to sit and eat their lunch. The childminder encourages and supports children who cannot feed themselves. This supports children to develop their self-esteem and learn life-long skills.
- Children have regular opportunities to play outdoors in the garden and in local parks. The childminder encourages children to develop their hand-to-eye coordination, such as by kicking and throwing balls with her. Children have opportunities to develop their fine motor skills, such as while using art materials and feeding themselves.

- The childminder keeps children safe at all times. She checks all the play areas before children arrive to ensure that they are safe for them. The childminder understands how to keep children safe on outings and during local walks. She actively reminds children to hold her hand and to watch out for cars when they cross the road together.
- Children have some opportunities to focus on mathematics in the outside environment. The childminder encourages children to recognise numbers that they see and children spontaneously shout them out. Children also get some opportunities to learn about shapes during matching activities.
- Parents comment on the childminder being warm and loving towards their children. The childminder shares information with parents about their children's learning at drop-off and collection times. They value the care their children receive and feel that the childminder is part of their extended family.
- Children have access to familiar books and stories that they happily share with the childminder. Children snuggle in to the childminder as they play alongside her and involve her in their play.
- The childminder does not consistently extend children's vocabulary, such as by offering them words they may not have heard before. For example, while talking to children, the childminder uses basic words that children already know.
- The childminder works closely with representatives from the local authority. She welcomes their advice and support. However, the childminder does not have systems in place to share information about the progress children make with other professionals who also work with children.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve knowledge of how children learn, to provide a progressive curriculum that engages them and fully supports their development.	05/04/2024

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

- support children to develop their vocabulary, to extend their communication skills further
- develop practice for working with other professionals who also support children, in order to address children's learning and development in partnership.

Setting details

Unique reference number	128218
Local authority	Redbridge
Inspection number	10312213
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder registered in 1992. She lives in Seven Kings, in the London Borough of Redbridge. The childminder operates her service throughout most of the year, from 7am to 6.30pm, Tuesday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Coletti

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.

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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