

# Childminder report

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Inspection date: 4 March 2024

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<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's home is inviting and provides ample space for children to move around and develop their physical skills. There is a well-resourced play area for children and the childminder selects resources for children to help them develop their focus. Children make 'tea' and prepare 'cake' in the pretend kitchen and present it to the childminder. Children have a very strong bond with the childminder and they show her lots of affection.

The childminder is skilled at giving children a very language-rich environment to help those who are still learning to speak. She talks to the children about what they are doing and gives them prompts to communicate with actions and repetition. This environment supports children who are developing their communication skills.

The childminder provides a wide variety of exciting and stimulating activities. Children engage in mark making on Mother's Day canvases. The childminder uses this as an opportunity to talk about colours and colour mixing. She encourages the children to use one-handed tools as they pass them back and forth between their hands. Children have opportunities to learn about the world around them through lots of weekly visits. The children visit the local park, farms, playgroups and special events during the school holidays. The childminder models positive relationships to the children and this means that young children have a role model to learn from. This has a positive impact on their behaviour. The childminder implements the curriculum well, and the activities are meaningful. Children make good progress in all areas of the curriculum.

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

- The childminder has a good understanding of child development and she plans for children individually. She thinks about each child in her setting and their abilities and plans for their next steps. The childminder sings songs and uses actions to encourage children to speak and sing along, developing their communication and language skills both verbally and non verbally.
- Children play with a pretend kitchen, opening and closing containers. Outside children play with pasta and utensils in a mud kitchen. They explore for a good length of time, showing great focus and curiosity.
- The childminder has a large garden with lots of room for the children to play. Children develop their physical skills on various equipment. However, on some occasions, the childminder does not provide appropriate clothing so that those children who learn best outside can access the garden in all weathers to follow their interests and maximise their learning.
- Children in the setting get on very well and play alongside each other in harmony. The childminder manages children's behaviour appropriately, taking

into account the age and stage of the children. She ensures that children know how to ask for help and she encourages older children to try to manage their conflicts by thinking about how others are feeling.

- The childminder has procedures in place to teach children about road safety, which are age appropriate. Children learn how to keep themselves safe.
- Children eat a range of healthy food and the childminder talks to children about trying new foods that they say they don't usually like. Children learn to manage their hygiene needs and show independence by feeding themselves and communicating when they are hungry, tired or need a nappy change.
- The childminder supports other childminders in running playgroups together. This has a positive impact on the children in her care who get to socialise with other children. Working alongside others ensures the childminder and her colleagues share best practice with each other.
- Parents speak highly of the childminder. They feel that she provides excellent care for their children. Parents feel that their children learn new things all the time and that she is very flexible and supportive to families.
- Children settle quickly in her care and the childminder is inclusive to all children, including those with different dietary requirements
- The childminder keeps her knowledge relevant with continuous professional development. She is reflective and her setting is well organised. This means she focuses on spending time with the children when they are 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:**

- make sure that children who enjoy learning outside are able to follow and extend their interests to help them remain meaningfully engaged.

## Setting details

<b>Unique reference number</b>	128166
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10307980
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 March 2018

## Information about this early years setting

The childminder registered in 1991 and lives in Chadwell Heath, in the London Borough of Redbridge. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She is eligible to receive funding for children.

## Information about this inspection

### Inspector

Leanne Bnidar

### 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.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 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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