

Childminder report

Inspection date: 6 June 2023

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 settled in the care of this attentive childminder, who supports their emotional needs well. Children develop strong bonds with the childminder. For example, children feel confident to seek support from the childminder when they need help with doing up their buttons after using the toilet. The childminder builds opportunities for children to develop their independence skills through daily routines. Children are encouraged to tidy up before moving on to the next activity. They learn how to look after themselves and are expected to use the toilet and wash their hands independently. Children pour their own drink at snack time and name the fruit that they are having for snack.

Children maintain attention and concentration while inserting different-coloured and sized elephants into a puzzle. They excitedly name the different colours of the elephants, such as 'red', and cheer gleefully when they finish the puzzle. The childminder creates a cosy environment for story time. Children excitedly sit and listen to her read the book. They answer questions confidently. For example, when the childminder asks children about the sounds that chickens make, they flap their hands and make bird noises.

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

- The childminder understands the importance of observing and assessing children on a regular basis. She uses this knowledge and information to identify what children need to learn next and to plan a curriculum that supports each child to make good progress. The childminder shares this information with parents and encourages them to support their children to practise these skills further at home.
- The childminder plans activities that focus on meeting children's individual needs and next steps in development. For example, after a recent visit to the seaside, children developed an interest in fish. The childminder set up activities and books about sea life creatures.
- Children are generally well behaved. However, the childminder does not consistently reinforce her high expectations of children's conduct.
- The childminder provides opportunities for children to develop their language and communication skills. She introduces children to new vocabulary. The childminder also encourages children to speak clearly and repeat the simple phrases that she models to them.
- The childminder supports children to develop their understanding of different mathematical concepts. For example, during snack time, children are encouraged to count the slices of bananas that they have in their bowl. They complete puzzles independently and engage in singing nursery rhymes, such as 'Five little ducks'. Children also confidently name different two-dimensional

shapes in the environment.

- Children benefit from the extra-curricular trips that the childminder arranges. Children have recently enjoyed visits to museums, parks and the farm. This helps to develop their understanding of the world and social skills.
- The childminder creates opportunities to support the development of children's gross and fine motor skills. She also encourages children to use and respond to their senses. For example, children explore the texture of paint, taste fruit and describe the smell, taste and texture of the fruit.
- Parents feel reassured and confident in sending their children to be cared for by the childminder, who works in close partnership with parents. The childminder keeps parents informed and updated about their child's progress and what they need to learn next. She shares strategies that parents can use at home to continue to support their child's learning and development.
- The childminder develops good relationships with the local authority's early years advisory team. She attends monthly training to enhance her knowledge and skills to support the children in her care to make good progress.
- The childminder understands the importance of identifying any additional needs that children with special educational needs/and or disabilities (SEND) may have. She understands the importance of working in close partnership with parents and external professionals, such as the local authority's inclusion team. The childminder is also willing to undergo further training to meet the specific needs of children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training in safeguarding, paediatric first aid, the 'Prevent' duty, health and safety and food hygiene. She knows the systems and processes to follow to keep children safe. The childminder understands when to contact the local authority's safeguarding team for further advice. She carries out daily risk assessments to ensure that all the learning environments are clean, safe and hygienic for children to learn and play in.

What does the setting need to do to improve?

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

- maximise opportunities to securely and consistently reinforce high expectations for children's conduct.

Setting details

Unique reference number	132433
Local authority	Newham
Inspection number	10289068
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	4
Date of previous inspection	10 November 2017

Information about this early years setting

The childminder registered in 2001. She lives in Forest Gate, in the London Borough of Newham. The childminder offers care from 8am to 5.45pm, Monday to Friday, all year round. She holds a qualification in health and social care at level 3.

Information about this inspection

Inspector

Honufa Begum

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 interactions between the childminder and children.
- The childminder carried out a learning walk of different areas of the setting with the inspector.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector held a leadership and management meeting with the childminder.
- The inspector considered written views from parents.
- A sample of policies, procedures and relevant documentation were evaluated by the inspector.

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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