

Childminder report

Inspection date: 8 January 2025

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

The childminder builds strong relationships with children and values each child highly. She has good knowledge of children's interests and reflects this in activities, which children enjoy well. The childminder ensures that each child has time to settle at their own pace and provides lots of reassurance. For example, she sings greeting songs each day, where she names each child and welcomes them. Children are confident and settle well. The childminder has high expectations of children and manages their behaviour in positive ways. Children behave well.

The curriculum is interesting and well balanced, and all children make good progress. The childminder teaches children a good understanding of the world. She plants sunflower and cress seeds with children and teaches them how things grow. The childminder takes children on outings, such as to the fire station, where they learn about people who help them. The childminder teaches children mathematics in effective ways. She makes the most of daily routines at snack time, such as by encouraging children to count the blueberries on their plates. The childminder teaches children the names of different shapes as they place them into a shape sorter. This helps children to gain good mathematical skills. The childminder provides good care and support to children with special educational needs and/or disabilities.

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

- Children gain good independence skills. The childminder encourages older children to prepare their own fruit snacks, for instance they peel bananas and chop strawberries. Children put on their coats and shoes and all children help to tidy up after their play. Children learn to share and take turns, such as when they bang a gathering drum.
- The childminder has healthy routines for children. She provides vegetarian and nutritionally well-balanced meals and snacks for children. The childminder ensures that children have access to fresh drinking water. She talks to children about the importance of eating well and reads books to support their understanding further.
- The childminder teaches children good communication, language and literacy skills. She teaches children new words as they talk and play together in the pretend home corner. The childminder reads a variety of stories to children and they enjoy browsing through their favourite books. She teaches younger children the names of common objects to support their language skills.
- The childminder checks all parts of her home, toys and resources regularly to keep children safe. She teaches children how to use the stairs carefully and to always walk indoors. The childminder teaches children about road safety and children act with care and caution.

- The childminder has effective links with parents and carers. She provides daily updates on children's activities and progress to parents in flexible ways. The childminder works with parents to support children's development in areas, such as helping children with sleep difficulties.
- The childminder monitors and supports her assistants well. She observes them and offers advice on ways to improve practice, where needed. The childminder meets regularly with her assistants to discuss children's progress and suitable activities for them.
- The childminder is committed to the continual development of her skills and knowledge. She has recently completed an early years development programme to promote best outcomes for children.
- Children develop good creative skills. They explore different sounds while they play lollipop drums, triangles and tambourines. Children knead and roll play dough and use different tools to make three dimensional models. They make pictures using crayons, paint and chalk.
- The childminder evaluates all parts of her practice and sets goals for improvement. For example, she plans to continue to develop the outdoor area to support children's learning further.
- Children gain an awareness of oral hygiene. The childminder teaches children how to keep their teeth and gums healthy through informative discussion, books and songs.
- At times, the childminder does not consider how to develop children's problem-solving skills. For instance, she does not consistently encourage children to work things out for themselves through trial and error when they encounter challenges.
- The childminder ensures that children have daily access to the garden, where they practise riding on wheeled toys and play ball games. However, she plans fewer opportunities for children to consistently practise a wider range of physical skills, such as climbing.

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:

- develop children's problem-solving skills further to enhance their thinking skills
- consider more ways to widen children's physical skills further.

Setting details

Unique reference number	144521
Local authority	Havering
Inspection number	10363984
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	1 to 4
Total number of places	6
Number of children on roll	14
Date of previous inspection	18 January 2019

Information about this early years setting

The childminder registered in 1996. She lives in Hornchurch in the London Borough of Havering. The childminder provides care for children from all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays. She provides government funded childcare. The childminder works with assistants. She hold a level 3 qualification in childcare.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- During the inspection, the inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from parents.

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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