

# Childminder report

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Inspection date: 15 August 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 |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are settled and happy in the childminder's inviting home. The childminder knows children very well and supports their learning in all areas of the curriculum. Children are motivated to learn and explore the activities that the childminder carefully plans. The childminder takes into account children's interests and uses them to make their learning fun and interesting. Children have access to books and resources to extend the familiar stories they hear. They enjoy singing and using musical instruments to play alongside the actions to songs.

The childminder has clear expectations of children's behaviour. She gently reminds children to share resources and wait for their turn. Children are well behaved, and they actively talk about their emotions and feelings. The childminder prioritises children's well-being at all times. She helps children to develop the skills they need to be a polite and a positive member of their community.

The childminder takes children on outings to local parks and playgroups. She provides children with regular opportunities to socialise with larger groups of children, in order to further prepare them for transitions on to school. She uses trips to parks and gardens to encourage children to be active. The childminder teaches children about healthy eating and links this to being active.

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

- The childminder has a good understanding of how children learn and the importance of building on what they already know. For example, when teaching children how to cut with scissors, she sequences their learning by starting with tearing paper and building up to children having the control to use scissors. The childminder is a good role model to children, without imposing herself on their play.
- The childminder encourages children to solve problems. She asks questions that help children to make suggestions and come up with ideas to solve things independently. For example, children try to access small objects that have been frozen into small blocks of ice. They suggest using rolling pins to break the ice with to make it easier. The childminder supports children's ideas and encourages them to experiment further.
- Overall, the childminder encourages children to be independent and confident in their self-care. However, at times, she quickly takes over without giving children enough time to try or do it themselves. At these times, children do not fully develop the skills they need to confidently take care of themselves.
- The childminder prioritises her learning and development. She attends courses that enhance the curriculum she offers children and makes excellent use of other local childminders for advice and support. The childminder keeps up to date with

changes in early years by researching and reading.

- Parents speak very highly of the childminder. They comment on how happy children are in her care and they would not hesitate in recommending her to other parents. Parents value the support and advice they receive and feel that they know what their children are learning with the childminder. The childminder encourages parents to provide written and verbal feedback to help her to reflect on her practice.
- Children develop close attachments with the childminder. They willingly turn to her for a cuddle or just to sit next to her and look at a book. The childminder observes children closely and then plans for any gaps in their learning. Children are very responsive to the childminder. They listen carefully to her and call excitedly for her to join their game.
- The childminder is consistent in her approach to children's behaviour. She carefully and calmly explains the importance of waiting for a turn or listening to their friends. Children play well together and share resources in an age-appropriate way. The childminder offers children a safe and secure environment to grow and learn in.
- Children have very good opportunities to go on planned outings and visits. The childminder uses these trips to give children opportunities to run and develop physically in the fresh air. She understands the importance that being active has on children's mental health and well-being.
- The childminder teaches children about the community they live in. She helps children by teaching them about festivals and encouraging parents to help children to understand other religions. Children share food from other cultures and look at books and stories to help them to understand.

## 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:**

- increase opportunities for children to help and take care of themselves during everyday routine activities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 159550                                                                            |
| <b>Local authority</b>                             | Havering                                                                          |
| <b>Inspection number</b>                           | 10355126                                                                          |
| <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 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 19 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 2001 and lives in Upminster, within the London Borough of Havering. She operates throughout most of the year, from 7.30am to 5.30pm, Monday to Thursday. 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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to, or communicated with, the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with 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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