

Childminder report

Inspection date: 22 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children have close relationships with the childminder. She has a calm and caring nature, which helps children to feel safe and happy at her home. Children persevere well in their chosen activities and show an eagerness to learn. The childminder talks enthusiastically with children as they play. For example, they share conversations about the animals they create out of play dough and the food that they make for them to eat. Children laugh and enjoy banter as they feed the rabbit roti. This helps to promote their communication and language development. However, the childminder does not extend children's learning to help them gain a greater understanding of the world around them.

The childminder tunes into children's specific interests and uses these well to encourage their thirst for knowledge. For instance, when the childminder realises children have a special fascination about space, she provides them with books to promote their understanding about the universe. Children are absorbed in the book as they talk about the colours and properties of individual planets, constellations of stars and the types of eclipses. They excitedly sing a song, recalling the names of the planets they have learned. The childminder praises children as they play, which helps to develop their confidence and self-esteem. Children listen and behave well.

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

- The childminder is a good role model through her warm and respectful interactions with children. This helps children to learn about the expectations and boundaries for their behaviour in an effective way.
- The childminder engages in conversations with children as they play. She names objects and colours, and introduces children to new words. This enhances children's speech and communication.
- The childminder supports children's interests very well. For instance, she provides them with resources and engages with them in detailed discussions about what excites them. This consolidates their learning.
- Overall, children receive good support with their learning. However, at times, the childminder does not fully maximise opportunities that arise when children play to extend their learning to a higher level. For instance, when children talk about animals, the childminder does not teach children about the actual foods different animals eat or where they may live.
- The childminder involves children in planting and gardening, which helps to develop their understanding about plants and nature.
- Children have access to a good range of books and enjoy sharing stories with the childminder. This helps them to widen their vocabulary and supports their interest in literacy. Children handle books with care and know how to store them away after use, so that they do not get damaged.

- Children demonstrate a positive attitude to their learning. They show high levels of curiosity and engagement when they play.
- The childminder keeps her statutory training up to date, which helps to ensure that children are kept safe. She provides a safe and clean environment, where children can play safely and independently.
- Children have daily opportunities to play outdoors in the large, enclosed garden. They develop their physical skills as they run, play ball or ride tricycles.
- The childminder encourages children to handle mark-making tools at an early age. This strengthens their fine motor skills and prepares them for their next stages of learning to write.
- Children develop good self-help skills, for example the childminder teaches them to dress and eat independently. They learn to be toilet trained.
- The childminder values and promotes equality and diversity. This prepares children for life in modern Britain.
- The childminder supports children to learn about her own cultural festival and those celebrated by people from different backgrounds. This teaches them to foster respect for all.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept up to date with safeguarding training. She has a good understanding of how to keep children safe in her care. The childminder knows about the potential signs and symptoms of abuse, including female genital mutilation and extremist views. She has appropriate recording and reporting procedures if she has any concerns about a child's welfare. The childminder understands how to report an allegation made against her or a member of her family. She completes careful risk assessments and takes effective steps to minimise dangers. For example, she uses safety gates to restrict access to the kitchen and stairs. This ensures that children can move around freely and play safely and independently. The childminder knows the importance of vetting visitors and keeping a record of their attendance.

What does the setting need to do to improve?

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

- extend children's learning further, to help them to enhance their knowledge of the world around them.

Setting details

Unique reference number	2570714
Local authority	Redbridge
Inspection number	10250858
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	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ilford in the London Borough of Redbridge. The childminder operates all year round from 8am to 6pm, Monday to Sunday.

Information about this inspection

Inspector

Khadeeja Mehtar

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder told the inspector how she would support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of an activity with the childminder.
- 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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