

Childminder report

Inspection date: 15 January 2020

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 they settle well. They form close bonds and attachments to the childminder. Children display a strong sense of belonging and they are secure at her home. They freely move around to explore with the resources accessible to them. Children behave well. They listen and follow simple instructions. Children begin to develop their social skills. For instance, they play alongside other children and take turns to use the resources. Children show great excitement during their play. They copy positive actions and sounds from others. Children confidently handle small items, using skilful hand movements and demonstrating good coordination. For example, they concentrate well when exploring with small items, joining and separating the parts. Children learn to manage small tasks, such as feeding themselves using a spoon and fork. Children make good progress with their development in relation to their starting points. They acquire the skills useful for the next stages in their learning. For example, younger children demonstrate good understanding for their age and they learn to express themselves using body language, sounds and speech. At times, the childminder does not plan activities as precisely as possible to challenge and extend children's learning further. She does not provide many opportunities for children to explore using their senses and to help strengthen their overall development.

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

- The childminder observes and assesses children's learning effectively. She knows their interests and needs well and provides interesting resources for them to play on their own. Children demonstrate high levels of independence and confidence. They enjoy exploring and learning through trial and error, and they develop skills for the next stages in their development.
- Children demonstrate positive attitudes to learning and they enjoy exploring with their favourite toys. This helps to support children's learning and development. For example, they spend a long time exploring with drums, animals, trains and cars. They use a drumstick and their hands to create different sounds. They copy the sounds for different animals, as well as the sounds for a moving train and car.
- The childminder provides opportunities for children to support their physical development. As a result, children develop good mobility and balance. They learn to run and move around, and they learn to climb and use the slide. The childminder reinforces to children how to keep themselves safe during their play.
- The childminder supports children to develop a healthy lifestyle. For instance, she encourages them to wash their hands at appropriate times and provides healthy food for them to eat.
- The childminder has high expectations of children's behaviour. She sets clear boundaries for them to know right from wrong. The childminder models positive

behaviour and good manners for children to copy and learn. She offers regular praise, encouragement and reassurance for them to know that they are doing well and to highlight their positive actions.

- The childminder develops strong partnerships with parents and she shares information regularly with them. Parents take an active role to support their children's learning at home and they contribute to their assessment. As a result, children make good progress with their development.
- The childminder maintains her professional development well. She keeps her assistants up to date with any new information obtained from training to help enhance their knowledge and skills. The childminder closely monitors her assistants' practice to ensure there is consistency in the quality of care for children.
- The childminder evaluates her provision well and is clear about her strengths and areas for development. She considers feedback from parents, children and other providers that children attend when evaluating her practice.
- At times, the childminder does not plan activities as precisely as possible, in order to challenge and strengthen children's learning. For example, she misses some opportunities to build further on what children already can do.
- The childminder does not provide a wide range of sensory opportunities, including messy activities for children to explore and develop new skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training. She has a secure understanding of her responsibilities for safeguarding and protecting children. The childminder ensures that her assistants are aware of the setting's safeguarding policies and procedures. They are familiar with the signs that may indicate a child is at risk of harm and abuse. They know the procedures to report concerns and allegations to the relevant authorities. The childminder shares with parents how to monitor and keep their children safe when using the internet at home. She keeps accurate records of attendance for children in her care.

What does the setting need to do to improve?

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

- make better use of planned activities to challenge and extend children's learning even further
- increase opportunities for children to explore using their senses, in order to help strengthen their development further.

Setting details

Unique reference number	504318
Local authority	Havering
Inspection number	10063477
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 1998. She lives in Rainham in the London Borough of Havering. The childminder operates her service from Monday to Friday, from 7am until 6pm, throughout most of the year. She works with two assistants.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes and her daily teaching and care practices.
- The inspector viewed the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of teaching and learning, and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.

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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