

Childminder report

Inspection date: 7 August 2024

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 enjoy the time they spend with the childminder. They build secure relationships with her and they are settled in her care. The childminder knows children well and she has caring and positive interactions with them. Children are independent and the childminder supports this well. For instance, children eagerly pour their own drinking water from a jug without help and tidy up before moving on to the next activity. In turn, the childminder encourages them and praises them for their achievements. She instils positive values where children learn to share and use good manners. Children behave very well and understand age-appropriate boundaries.

Overall, the childminder promotes children's listening, attention and communication skills effectively. She talks to children attentively, asks them questions about their play and models the correct use of words. Children are motivated to learn and focus quickly in their chosen activities. They show that they feel safe and secure as they play for extended periods. For example, children's emerging writing skills are well supported, including painting with water and large brushes, using chalk and mark making using different-coloured markers. Using props, the childminder plans activities to encourage children to listen to and participate in familiar stories, extending their love for books. The childminder provides children with a range of well planned and exciting play experiences across all areas of learning, which prepares them well for their eventual move on to school.

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

- The childminder is dedicated and experienced. She knows children's individual needs and interests very well. Furthermore, she carefully observes and assesses what children have achieved and plans a range of interesting activities. She makes good use of her observations to plan for children's next steps in learning. All children, including children with special educational needs and/or disabilities (SEND) and children in receipt of additional funding, make good progress from their starting points.
- The childminder helps children improve their perseverance and develop good problem-solving skills. For example, the children thoroughly enjoy matching and connecting complex jigsaw puzzles. They eagerly include the other children and the childminder in their chosen play. The childminder engages with the children positively and asks them relevant and effective questions. However, she sometimes forgets to allow the children sufficient time to think through their answers and responses. Nonetheless, children learn about colours, shapes and mathematical concepts, such as counting from zero and identifying the next number.
- The childminder offers a variety of resources to encourage children to be active

and make good use of the garden. Children are active and move around well, for example, when they play with large hoops, ride wheeled toys and kick footballs into a net. Additionally, they learn to explore and investigate by using metal detectors, which promotes their use and understanding of technology effectively.

- Children with SEND are supported well. The childminder is proactive in seeking out specialist support and resources to enable them to make good progress. She holds high expectations for all children. Through her gentle guidance, children learn to share resources and wait their turn. They listen and respond positively to instructions and are eager to learn new skills.
- The childminder maintains strong partnerships with parents. She keeps parents informed about their children's progress, including completing and sharing the progress check for two-year-old children. Parents speak highly of the childminder, describing her as 'very caring' and providing a 'brilliant service' for their children.
- The childminder reflects on her practice and considers the views of parents, older children and other professionals. She works closely with other childminders and specialist teachers to support children with SEND. Additionally, she is proactive in the local community and runs a weekly playgroup for children and carers.
- The childminder is ambitious and ensures she keeps her skills updated. She utilises available online and face-to-face training to extend her knowledge, promote children's learning and ensure she provides a high-quality setting.

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:

- provide children with more time to think and respond to questions, developing their language and communication skills even further.

Setting details

Unique reference number	EY250888
Local authority	Havering
Inspection number	10351877
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	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Harold Hill, in the London Borough of Havering. She operates three days a week, Monday to Wednesday from 8.30am to 5.30pm, throughout the year. The childminder receives funding to provide free early education for children aged two years.

Information about this inspection

Inspector

Rubina Nijabat

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.

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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