

Childminder report

Inspection date:

8 November 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

The childminder provides a warm, safe and homely environment, where children are confident to explore with curiosity. Children build close bonds with the childminder. They settle well with her gentle support and perseverance. The childminder makes adaptations to the childminding environment to ensure that children feel comfortable when they are new to her setting. Children demonstrate their genuine affection for the childminder as they cuddle up to read stories. They laugh and smile together as they talk about what is happening in the book. The childminder uses corresponding toys to reinforce the language that children have been introduced to in the story.

The childminder has high expectations for children's behaviour. Children learn to behave well and to care for others. She offers ample praise for their achievements, building their self-esteem and confidence. The childminder recognises the importance of children's happiness to their learning and development.

Children have ample opportunities to develop a love of nature and learn from the natural world. Children's curiosity is nurtured. The childminder helps children think about what they have observed while on outings and then to explore this further through books. This helps children to develop a positive attitude to learning that prepares them well for the next steps in their education.

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

- The childminder knows children well and uses this information to plan an interesting curriculum for children. She skilfully helps children remember their previous learning through commenting on their play. However, she does not always use information from assessments sharply enough to precisely target the next steps in children's learning to further develop their skills.
- The childminder has good relationships with parents. She provides support to them to encourage reading at home, for example, by sharing books. Parents receive detailed information regarding their child's day and the activities they have enjoyed.
- The childminder considers children's home experiences when planning activities. For example, children are excited to make cakes for their family celebrations. She introduces a firework activity knowing that children will be attending a display with their parents. This provides children with continuity in their learning between home and the childminder, promoting their development well.
- The childminder comments on size and number during daily activities and children make good progress in their emerging understanding of mathematics. For example, they point out the different sizes of objects during their play.
- The childminder plans activities to involve older children in the care routines for

babies. For example, children have their own doll and nappy so they can mirror the childminder as she is changing nappies. This helps children to develop empathy and understand the needs of younger children.

- The childminder adapts activities well to meet the needs of older and younger children. For instance, older children have access to fine paintbrushes, while younger children use brushes suitable for smaller hands. Children are supported to become competent learners. They excitedly comment on how colours change as they mix. However, when art and craft activities take place outside, children's outdoor clothing slightly restricts their ability to use all the materials freely to enable them to fully immerse themselves in their learning.
- Overall, the childminder fosters children's independence, such as teaching children how to manage their own personal care. Children have opportunities to learn to manage risks, such as using a knife to cut a banana at snack time. However, there are fewer opportunities for children to practise these skills at mealtimes, such as pouring their own drinks and eating with cutlery.
- Children learn to keep themselves safe, and they confidently state what they should do in the event of a fire. They are taught to understand hazards such as the hot oven.
- The childminder establishes strong partnerships with the local authority and other childminders. She understands how to seek support if she has any concerns around children's development. The childminder is a member of the local childminder network. This ensures that there are robust arrangements in the event of an emergency or if she is unavailable to provide childcare.

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:

- extend the use of assessment to precisely target the next steps in children's learning and support their learning further
- strengthen ways to ensure that activities are fully accessible to all children to enhance their engagement in learning
- provide further opportunities for children to develop their independence at mealtimes.

Setting details

Unique reference number	EY280657
Local authority	Redbridge
Inspection number	10354961
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	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 2004. She lives in Woodford Green, in the London Borough of Redbridge. The childminder operates her service all year round and provides all-day care. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- 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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