

Childminder report

Inspection date: 27 March 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 experienced childminder creates a safe and secure environment. Children arrive feeling happy, comfortable, and keen to learn. The childminder knows the children well and has formed a secure bond with them. This supports children's emotional well-being and allows them to demonstrate confidence when interacting with unfamiliar people. Younger children take comfort in having warm hugs with the childminder until they are ready to explore the good range of activities on offer.

The childminder plans interesting activities to engage children of differing ages and support their learning. Children participate in a story session, where younger children turn the flaps in the book and older children recall key words from the story. This supports children to build positive attitudes to learning and make further progress in their learning and development.

The childminder sets high expectations for children's behaviour. Children demonstrate kindness and care towards each other. Children play cooperatively together. They ask their peers if they can have a toy and patiently wait for a response. The childminder provides careful supervision. This supports the children to confidently move freely around the playroom. They are familiar with the environment and know where to find their favourite toys.

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

- The childminder skilfully uses her knowledge of how children learn, to develop their interests and identify strengths and areas for further development. The childminder provides inviting activities to support children to make good progress.
- The childminder skilfully weaves mathematics into children's play and learning. Children develop positive attitudes towards early mathematics and make good progress in this area of their learning. For instance, children use a range of number names in order from one to 13, and are able to successfully match puzzles together.
- The childminder supports children to gain an awareness of the differences and similarities in people and their own cultural experiences. For instance, she spends time talking to them about other countries. Children discuss taking a trip on an aeroplane to visit grandparents and extended family members. Children enjoy learning about a range of cultures and religious events through dressing up, role play, and celebrating festivals.
- Overall, the childminder supports children's language and communication. During play and activities, new vocabulary is introduced. For example, children learn the word 'structure' as they assemble building blocks together. Children

display a broad range of vocabulary. The childminder provides lots of opportunities for conversations to occur. However, at times, the childminder asks lots of closed questions, which limit the children's language and thinking skills. This does not help children to expand and elaborate on their ideas using language.

- The childminder places a strong emphasis on healthy eating and hygiene practices. She supports children to manage their toileting needs and encourages parents to provide healthy, balanced meals. Children develop a very positive awareness of healthy eating as they talk about fruit and vegetables during role-play activities. Older children are independent in their self-care. Younger children learn from the example set by the older children. These key practices contribute to children's good health.
- Partnership with parents is good and parents' feedback is positive. Parents comment on how happy their children feel when coming to the setting. The childminder speaks with the parents daily. Detailed information is also shared digitally about their learning and development. This supports parents to extend their child's learning at home.
- The childminder attends regular training to update her knowledge. She reflects on her practice and makes ongoing changes to her setting to deliver high-quality care and education.
- The childminder is a good role model and has high expectations for children's good behaviour. She uses praise to promote good behaviour and gently reminds children of rules and boundaries. The childminder encourages children to share, take turns and be kind to each other. Children are very well behaved.

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:

- develop effective questioning techniques that support children to consistently share their ideas during play.

Setting details

Unique reference number	EY282262
Local authority	Havering
Inspection number	10316896
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 May 2018

Information about this early years setting

The childminder registered in 2004. She lives in Hornchurch, in the London borough of Havering. She provides care from 7.30am to 6.30pm each weekday, all year round, apart from bank and family holidays.

Information about this inspection

Inspector

Onyi Ojukwu

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 the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke with children during the inspection and considered the written views of parents.
- The inspector observed the childminder's interactions with children.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- A sample of documentation was observed and discussed.

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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