

Childminder report

Inspection date: 19 September 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 in the childminder's care. The childminder is attentive, nurturing and kind. She speaks gently with children and develops strong bonds with them. The childminder engages well with children and provides a commentary during their play. This helps children to feel safe and secure and supports their language and communication development well. The childminder plans a variety of learning experiences that take children's interests into account and build on their existing skills and knowledge across the curriculum. This supports children to prepare well for the next phase of their learning journey.

The childminder has established routines that enable children to develop their independence effectively. For example, children independently take their coats and shoes off when they arrive at the setting. The childminder teaches children about different emotions and supports them to learn to express how they are feeling. This enables children to self-regulate well and develop positive attitudes towards their learning. In addition, the childminder helps children to understand her expectation for their behaviour well. She carefully considers resources that encourage children to select toys and learn to share. For example, during story time, the childminder reads books about sharing, which helps children to understand the importance of taking turns. This promotes their self-confidence and social skills. Children demonstrate good behaviour.

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

- The childminder knows the children well. She understands what children can do and what they need to learn next. The childminder uses this knowledge to inform her planning and to construct an ambitious curriculum. She regularly assesses children to ensure that they all make good progress from their starting points in development. Overall, this helps children to achieve positive outcomes.
- The childminder keeps her knowledge up to date by attending regular training online. She ensures to keep up to date with mandatory training, such as safeguarding to keep children safe. The childminder evaluates her practice frequently to ensure that she continually improves the learning experiences and care she provides. For example, she undertakes training to develop her knowledge of a forest school approach, to enhance children's outdoor experiences even further.
- The childminder plans rich opportunities for children to explore places outside of the setting, such as visits to the forest and woodlands, to help them learn about the world around them. She builds on the knowledge children gain through these visits by planning activities that support children to make connections.
- Generally, children benefit from the regular interactions the childminder has with them. The childminder introduces children to a wide range of vocabulary through

their play. She encourages children to develop their language and communication skills through story time and singing. The childminder asks children questions to check their understanding. However, at times, she does not ask effective questions to allow children to build on their learning further.

- The childminder is passionate about developing children's understanding of keeping healthy and staying safe. Through the childminder's support, children develop healthy habits, such as washing their hands before and after mealtimes. In addition, the childminder encourages children to brush their teeth after they eat lunch. Furthermore, she teaches children how to stay safe when they are out exploring the local community. This promotes children's well-being effectively.
- The childminder keeps parents informed about their children's learning and development. She assesses children well and works closely with external professionals to develop her practice and seek support for children who may have additional learning needs. Parents feel well supported by the childminder and express their satisfaction at the level of progress their children make in the childminder's care.
- Children benefit from accessing a wide range of activities that enable them to practise developing the small muscles in their hands. For example, children enjoy making necklaces using leaves. They use the hole punch to create holes in the leaves, and then they thread the string through. This helps to support their creative development and prepare them well for their early writing skills.

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:

- use effective questioning techniques to provide children with the opportunity to build on their learning further.

Setting details

Unique reference number	EY333880
Local authority	Redbridge
Inspection number	10355013
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Woodford Green, in the London Borough of Redbridge. She operates for most of the year, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder explained her intentions for children's learning to the inspector.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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