

Childminder report

Inspection date: 23 September 2025

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 excited to come to the childminder's home. They form secure attachments with the childminder. Children are confident and enjoy her company, often seeking her attention. The childminder's interactions are warm, with smiles and eye contact. She reads children's emotions well, so she knows what they want and need. The childminder regularly reassures and comforts children.

The childminder has a good understanding of how children learn. She plans engaging activities that build on children's prior knowledge and skills. The childminder role models play effectively. She shows children how to roll and flatten play dough using a rolling pin. Children copy her actions while using words, such as 'rolling' and 'ball'. She encourages children to learn new vocabulary and use it in the right context. The childminder extends children's play by adding resources, such as dolls, bowls and spoons. This helps children to use their imaginations, use key vocabulary and strengthen their fine motor skills.

The childminder encourages children to make changes and corrections during their learning. For example, when children struggle connecting puzzle pieces, they say 'Oh dear', and the childminder smiles and asks them to try again. This develops children's resilience and helps to build their self-esteem and confidence in their own abilities.

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

- The childminder gathers detailed information from parents and carers when children start at her setting. This includes information about children's dietary needs, routines and home languages. She uses ongoing dialogues with parents to enable her to adapt care and learning experiences for children. As a result, children settle quickly and can express their needs with confidence.
- The childminder prioritises children's social skills. Children benefit from purposeful outings in the local community. For instance, they attend local toddler activity groups. Children meet different people and make new friends. The childminder uses these experiences to help children to learn to take turns and share with other children.
- The childminder promotes active lifestyles through everyday routines and experiences. The childminder takes children to the local park regularly, where they run, climb and jump. She plays ball games with children to develop their throwing and catching skills. Children gain good physical skills.
- Although the childminder supports children to follow mealtime routines, she does not fully establish these. Children develop self-care and independence skills at mealtimes, such as washing their hands and self-feeding. However, children do not consistently sit at the table and sometimes play with toys while eating. This

does not support children to develop their social skills and good eating habits.

- Parents praise the childminder's good communication and regular feedback. They see the progress their children make and how much they coming to the childminder's home. Parents value the benefits of younger children learning alongside older children. Parent partnerships are good.
- The childminder knows children well. She assesses their progress, identifies gaps in their learning and plans their next steps in development. The childminder identifies areas where parents need extra help to support their children. However, she does not signpost them to further guidance, such as with toilet training or weaning older children off bottles and dummies.
- The childminder supports children who speak English as an additional language well. She uses simple language and repeats key vocabulary. The childminder provides a running commentary to build their understanding. For example, when children roll a car under furniture, she asks open-ended questions, such as 'Where has the car gone?' and 'Where is the car?'
- The childminder offers praise and encourages children to follow rules. To support younger children with their behaviour, she uses clear instructions. The childminder reminds children of the rules and quickly distracts children to different play. With older children, the childminder checks their understanding of the rules. This helps children to show respect towards each other, listening to each other and using kind words.

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:

- strengthen mealtime routines to help children to develop good habits and positive social skills, such as by encouraging children to sit at the table and focus on eating
- develop strategies to provide parents with practical advice and guidance when additional support is needed, so they can help their children further at home.

Setting details

Unique reference number	EY355347
Local authority	Havering
Inspection number	10407377
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	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Hornchurch, in the London Borough of Havering. The childminder operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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