

Childminder report

Inspection date: 9 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the calm and nurturing environment. The childminder is gentle and kind in her approach and promotes children's positive behaviour well. Children are completely at ease and confidently make choices from a range of stimulating activities. The childminder has a clear curriculum, based around children's interests. She skilfully teaches children in a fun way and this keeps them motivated and eager to learn. For example, during story time, children search for objects and take delight in matching them to the pictures in the story. Children make good progress in the skills they need for future learning.

The childminder provides plenty of opportunities for children to have fresh air and exercise. This develops healthy lifestyles, core strength and muscle control in preparation for early writing. Children visit the local parks and forests, where they run, jump and climb. They enjoy being active in the garden, for instance using spray bottles to spray the plants. They hold small and large brushes with great control to paint.

Children's love of stories is evident. They excitedly request 'The three Little Pigs' story. They hold soft characters in their hands and sit listening with anticipation to fill in the gaps. Children say, 'He blew. Oh no! Go away!', as they blow. The childminder seizes every opportunity to introduce new words into children's play, such as 'rough', 'smooth' and 'bumpy' while describing a textured rolling pin. Children sing songs during self-directed play and at routine activities. This helps to develop their communication skills from an early age.

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

- The childminder builds close bonds with all children. She encourages children to take turns and share their toys. Children join each other in play. For example, they have fun playing with the tractors in the sand. The childminder values children's achievements. She uses meaningful praise to allow children to feel a sense of pride. This helps develop children's emotional well-being, so they can begin to understand and consider the needs of others.
- The childminder focuses on the skills that prepare children for the move on to school, such as getting dressed independently. The childminder uses the curriculum to build on and extend what children already know and can do. She makes effective use of assessments to inform her planning and teaching and to close any emerging gaps in children's learning. This enables children to make good levels of progress in their learning.
- The childminder makes the best use of opportunities, during children's play, to explore key mathematical concepts, such as shape, colour and number recognition. For example, children make small balls using the dough. They count

the balls to join them together to make caterpillars. The childminder uses words such as 'big', 'small' and 'tiny'. Children use shape cutters to explore shapes. They are developing a base knowledge of mathematics to support them in their next steps for learning.

- The childminder plans a rich set of experiences for children to develop social skills and build their confidence in social situations. Children visit areas in the local community, including the library and groups for 'play and stay' sessions. Children learn about different languages their friends use. They explore activities that build on their awareness of cultural festivals, such as Easter and St George's Day. This helps children develop an understanding of similarities and differences between people in the wider world.
- Overall, children are learning good self-care skills in a range of ways. For instance, younger children put on their shoes and take off their aprons. However, at times, the childminder completes tasks that children could manage for themselves, including washing their hands and cutting their own fruit. This prevents children from developing even higher levels of independence.
- The childminder is reflective in evaluating her practice. She identifies further professional development and how this will help to enhance her good knowledge and teaching even further. She attends training in addition to mandatory training. Recent training helped her to extend her understanding in expressive arts and design.
- Partnership with parents is strong. Parents report that they are very happy with the care and learning their children receive. They comment on the close communication the childminder maintains during the day. They say, 'It's brilliant. I especially love seeing the photos and hearing about their learning.'

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 the opportunities for children to build on their independence and self-help skills.

Setting details

Unique reference number	EY382546
Local authority	Redbridge
Inspection number	10339199
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2009. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jaswinder Rakhra

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 setting.
- The childminder and the inspector completed a learning walk together of all areas of the setting, indoors and outdoors, and discussed the early years curriculum.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The inspector took account of parents' written views.

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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