

Childminder report

Inspection date: 19 August 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 happy and well settled at this provision. The childminder plans an ambitious curriculum focused on supporting all children's individual next steps in learning, including those who may have special educational needs and/or disabilities (SEND). She provides a range of activities which encourage children to explore their senses and to develop confidence to interact with their peers. For example, she provides a range of different textures for children to support their fine motor skills, including jelly and very fine sand. The children giggle excitedly as they squish the different textures between their fingers.

Relationships between the childminder and the children are very warm and caring. Children behave well because the childminder sets clear expectations. Resources are positioned at a level where children can self-select and even the youngest children understand that they need to tidy toys away before they move on to the next activity. The childminder uses real objects to help them to understand the routines of the day. For example, she shows the children a nappy when she tells them it is time to change their nappy. Children's independence skills are encouraged from an early age. They confidently put their own shoes on and try hard to put on their coats and fasten their zips.

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

- Children's physical development is well supported by the childminder. She provides a range of spoons and spatulas which children use to scoop dried pasta and sand into containers in the garden. Handling tools supports children's hand eye co-ordination and in turn helps them gain useful skills to be able to feed themselves independently using cutlery.
- The childminder fosters a passion for reading with the children. She supports them to hold the book and to turn the pages carefully. When a child has a book upside down, she carefully turns it the correct way around and talks to the child about what is in the pictures. This supports children to understand that a book is read from front to back. Older children show their understanding of this by noticing when their book is the wrong way around and turning it around to 'read' it by themselves.
- Generally, the childminder supports children's communication and language well. She sings songs to teach children about the routines. She introduces mathematical language as she counts the steps, as they walk into the garden and uses colour names when looking at different vehicles. However, at times she repeats back the words children say, rather than introducing new language or modelling an extended sentence.
- Children's behaviour is very good. While playing a game, the childminder explains when it is each child's turn and who is next. As a result, children learn

to take turns and share with each other. When children struggle to put on their own coat, the childminder praises them for their efforts and talks them through the steps to help them to do this for themselves.

- A range of resources are accessible for children to access independently. When children engage in open-ended activities at the childminders, their exploration and attention levels are high and they persevere for an extended amount of time. However, some activities offer fixed outcomes and limited engagement, as a result, children quickly lose attention and move on to another activity.
- The childminder knows the children's families well and has formed positive partnerships. She shares information to for parents to support their children's learning and development at home. For example, the childminder shares advice on nutrition. Parents say they are happy with the teaching and care provided by the childminder and her assistants.
- The childminder and her assistants regularly attend training to keep their skills and knowledge up to date. They meet regularly to discuss the developmental needs and interests of the children and how they will further support children's learning and development. She has forged links with the local schools where some of her minded children attend.

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 modelling of speech and sentences, so that children can further develop their communication and vocabulary
- strengthen opportunities for children to be able to extend their exploration, remain engaged for continued periods and develop their attention skills as they freely play.

Setting details

Unique reference number	EY389814
Local authority	Havering
Inspection number	10399231
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 7
Total number of places	12
Number of children on roll	4
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Harold Hill, in the London Borough of Havering. She operates Monday to Friday from 7am to 6.30pm all year round, except for public holidays and family holidays. She works with an assistant and holds a relevant childcare qualification at level 3. The childminder provides government-funded early years education for all eligible children.

Information about this inspection

Inspector
Kathryn Irvine

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector and the childminder discussed how the childminder organises their early years provision, they spoke about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The inspector took account of parent's views of the childminder.
- 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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