

Childminder report

Inspection date: 27 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

The childminder forms positive bonds with children. They are visibly pleased to see her when they arrive at her home and are happy, settling in well. They confidently go to her for comfort and support. She is responsive to them and gives them her attention when they need it. She supports their emotional needs well. The childminder also helps to support children's good health. Children eat healthy, nutritious foods and begin to learn what is healthy for them.

The childminder has a clear curriculum intent that focuses on helping children to develop their social, physical, communication and language skills. She has a good understanding of child development. She knows what the children in her care can do and what they need to learn next. She plans activities generally well to meet children's learning needs and to help them build on their current skills, including children with special educational needs and/or disabilities (SEND).

The childminder successfully considers children's interests in her planning of activities to help support their enjoyment and engagement. Overall, children are eager to explore the resources and participate well in the learning experiences offered to them. The childminder successfully encourages children to behave well. She teaches children how to behave and why, and is consistent with her expectations.

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

- The childminder is reflective and seeks feedback from others, such as her local authority childminding coordinator, to help her to evaluate and improve her childminding service. She keeps her professional development and knowledge of current childcare legislation up to date. For instance, she frequently attends childminder networking sessions and meets with other childminders to share examples of good practice and learn from each other.
- Children develop their communication skills well. The childminder models language to children and introduces new words to help extend their vocabulary. Toddlers enjoy naming animals and copying the noises they make. They also confidently express themselves when they want something.
- The childminder successfully includes opportunities for children to be independent, such as during daily routines. For instance, she encourages children to put their rubbish in the bin and to hang their belongings up when they arrive. She also encourages them to wash their hands before meals, teaching them good hygiene practices.
- The childminder encourages children's involvement in activities well overall. She engages in play with them, shows them how to do things and gives instructions to help children try to do things for themselves. She supports children's growing

self-esteem and confidence effectively, such as praising them when they achieve something. Children are proud when they succeed.

- Partnerships with parents are good. She gathers useful information about what children can do, their needs, likes and dislikes. She considers this in her planning from the outset to help meet their needs. However, the childminder has scope to extend partnerships with other professionals to gain further insight into how she can meet the needs of children, particularly those with SEND, more closely, to help increase their overall levels of engagement.
- The childminder supports children's social skills well. For instance, she meets regularly with other childminders and their children to give the children she cares for opportunities to interact with others and make friendships. Children learn how to share and play nicely.
- Children develop their physical skills well. The childminder plans good opportunities for children to move their bodies, such as when singing songs. She also supports children well to use and develop the small muscles in their hands, such as during puzzle activities, to help improve their hand-eye coordination, grip and control.
- The childminder understands her safeguarding responsibilities and knows how to keep children safe. She carries out risk assessments effectively to help ensure any risks to children are removed or minimised to maintain their safety. She completes regular safeguarding training to keep her knowledge up to date. She knows the possible signs that may indicate a child is at risk of harm and who to report this to.

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:

- build on existing partnerships with other professionals to gain further knowledge about how to meet children's individual needs more closely, particularly those with SEND, and increase their overall engagement.

Setting details

Unique reference number	EY392497
Local authority	Newham
Inspection number	10362237
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2009. She provides care all day, from Monday to Friday, throughout most of the year. The childminder has a relevant childcare qualification at level 3. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- 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.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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