

Childminder report

Inspection date: 14 November 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 quickly settle to begin playing when they arrive at the childminder's setting. The childminder has a pleasant and nurturing approach to caring for children. Children develop trusting bonds with her. They happily chat with her as she plays with them. The childminder organises her learning environment well. She has plenty of toys and resources to support children of different ages and stages of development. Children who spend the day with the childminder, and those who attend after school, can engage in meaningful learning and age-appropriate activities.

Young children keenly explore and have plenty of opportunities to make their own decisions for their play. The childminder consistently models positive play for children during her interactions with them. This helps children's good concentration and engagement across different sensory, construction and imaginary play activities.

The childminder's curriculum is varied and includes interesting experiences for children. Children enjoy visits to the animal farm, pumpkin patch, playgroup and local park. The childminder is a good role model and has high expectations for children's learning and developing independence. She makes good use of opportunities to extend and challenge children's learning, particularly their mathematical and communication skills.

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

- The childminder promotes children's self-help skills well. Children learn to say when they need the toilet and put on their own coats to go out. They impressively cut their fruit at snack time. Children are keen to help to tidy away the toys, for example, in preparation for snack.
- The childminder enthusiastically describes children's play and encourages conversations. This helps younger children to develop their speech and extend their vocabulary. Older children learn to accurately recall past events using complete sentences.
- Children have meaningful opportunities to develop an interest in books and stories. They remain transfixed as they listen to the childminder read to them. Children learn to follow storylines and give simple interpretations in their own words.
- The childminder communicates high expectations for children's cooperative play. She quickly intervenes when children have minor disputes. This supports children to recognise when they engage in undesirable behaviour. Despite this, the childminder's support for individual children's understanding of different emotions and the impact of their behaviours is inconsistent. Therefore, not all

children learn to begin to manage their own feelings and behaviours.

- The childminder makes good use of opportunities during activities to further children's understanding of numbers, sorting and simple addition. Children learn to count and group objects. They know how to answer questions confidently about the language of size, such as, to compare toy animals.
- The childminder creates opportunities for children to learn about a range of cultures through celebrations and festivals. Children enjoy various art activities based around festivals, such as Eid and Christmas.
- The childminder gathers information about children, such as their families, important people in their lives and their favourite things. The childminder uses this information to support a successful settling-in process. She makes good observations of children to determine what they know and can do already. The childminder builds on this to help children to move on in their next steps in learning. Therefore, children make good overall progress.
- Overall, the childminder builds effective parent partnerships to help children to transition well between home and her setting. Parents speak fondly of the childminder. They value her two-way flow of communication and nurturing approach to looking after their children.
- The childminder reflects on the effectiveness of her setting and considers the improvements she can make by developing the environment or attending relevant training courses. She occasionally invites parents' ideas and suggestions for children's activities. However, the childminder does not gather enough useful information from parents about her service to support her to drive improvement.

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 existing support for individual children's positive behaviour so they develop an understanding of their different feelings and emotions
- develop the process for gathering parents' feedback to obtain useful information and drive improvement.

Setting details

Unique reference number	EY441289
Local authority	Havering
Inspection number	10365715
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	8
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2012 and lives in Harold Hill, in the London Borough of Havering. The childminder holds an early years qualification at level 3 and a degree in education and professional practice. She works all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector carried out a joint observation of a play activity.

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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