

Childminder report

Inspection date: 31 December 2019

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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's setting and receive praise for what they have done well. They giggle together as they play, communicate their needs and share resources with each other. Children cheerfully tidy up their toys before they go home. Children ask each other for toys; they share and respect each other. They persevere with tasks until they complete them, and are encouraged to try again, rather than give up. Children know that mistakes are learning opportunities. They engage with a curriculum that builds on what they know. This extends their learning through enjoyable and challenging activities. For example, children make up a story together. They expand on what they know and incorporate some aspects of familiar traditional tales. Children develop their understanding of sequencing as they suggest different endings for their narrative. Children feel safe with the childminder and her assistant. They move closer to them for comfort, and ask for help when they need it. The childminder explains routines and reminds children what is coming next. Children use the large garden for active play. They particularly enjoy playing football together.

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

- The childminder makes sure that her assistant's and her own knowledge are kept up to date. The childminder and her assistant attend local authority support groups for childminders. They are members of online childminder support organisations.
- Children draw a plan of what they will build from construction pieces. This helps them to think about balance and how pieces fit together. They discuss which shapes and colours they will choose as they draw. The childminder reminds children of their plan as they build. She intends for them to develop concentration and focus. The childminder talks to children, using the mathematical language of shape, colour and amount. She assesses children's knowledge as they chat together. The childminder praises children for persevering in their tasks. Children develop their numeracy skills as they count construction pieces. The childminder supports them by gently correcting miscounts. Children make and describe colour patterns using construction pieces. The childminder encourages them to check their work. She helps them to keep trying until they complete their pattern.
- The childminder encourages children to think before they write. She aims to provide the same learning opportunities as a nursery in a school setting. Children practise good learning habits. They use their knowledge of sounds to write short sentences. The childminder helps children to stay on task. She praises them for sounding out new words and for finishing their writing. Sometimes, the assistant tells children how to spell a word, instead of letting them explore sound and letter links for themselves. For example, 'circle starts

with c'. This makes children lose confidence in their ability to spell.

- Children play a sorting game as they name animals that fly and live on land or water. They increase their knowledge of the world as they list new creatures. Children begin to think about how some animals such as ducks can be sorted into more than one category.
- Children are confident and enjoy their learning. They eagerly accept learning challenges and are proud of their achievements. Children listen to their peers and familiar adults, and respond to instructions. The childminder teaches children to think about what their friends may need to use for their games. She understands that children need to develop communication and turn-taking skills. Children are praised for their efforts and for helping each other.
- Children remind each other to use soap as they wash their hands before eating. They learn to make choices as they select fruits to eat. Children eat sweet biscuits before their fruit, and drink squash, rather than water. As a result, they do not always learn how to make healthy food choices.
- Parents report that communication with the setting is good. They notice that their children are better at sharing since attending the setting. Parents say that their children's language has improved since they started going to the childminder. The childminder supports parents to receive funded early education for two-, three- and four-year-old children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her assistant's safeguarding knowledge is up to date. She arranges further training whenever new guidelines are published. The childminder and her assistant can both explain the signs that may indicate that a child is at risk of harm. They know what to do to report their concerns. The childminder and her assistant know the procedures to follow if an allegation is made against them. The premises are secure, and risk assessments are carried out to ensure that children remain safe. Fire safety procedures are displayed at the setting.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- encourage children to opt for healthy food options, including drinking water, by limiting the amount of sugar in drinks and snacks
- support children's writing skills as they develop confidence using known letter sounds, and encourage their attempts at phonetic spellings of unusual words.

Setting details

Unique reference number	EY454345
Local authority	Redbridge
Inspection number	10104788
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 August 2015

Information about this early years setting

The childminder registered in 2012 and lives in Ilford, in the London Borough of Redbridge. She operates from Monday to Friday all year round. The childminder is a qualified primary school teacher. She works with her mother, who is also a registered childminder.

Information about this inspection

Inspector

Fi O'Connor

Inspection activities

- The inspector observed the childminder and her assistant as they interacted with children.
- The childminder accompanied the inspector on a learning walk and talked about the activities on offer.
- Children showed the inspector their work and talked to her about the setting.
- The inspector checked that all training and documentation are compliant with registration requirements.
- The childminder and the inspector undertook a joint observation.
- Parents spoke to the inspector about their experiences with the childminder and the setting.

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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