

Childminder report

Inspection date: 31 May 2023

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 demonstrate that they thoroughly enjoy their time at this setting. The childminder greets them with enthusiasm and warmth. Children confidently approach the childminder for reassurance and a cuddle when they need one. This promotes their well-being. The childminder supports children's self-esteem, and they enjoy showing visitors their artwork, which is displayed. Children are proud of their achievements.

The childminder knows the children well. She implements a learning programme that helps children to achieve and make progress in their learning. For example, some children are learning self-care skills, such as dressing and toilet training. The childminder promotes children's increasing efforts at independence.

Children behave well. When children need support for their behaviour, the childminder clearly and fairly explains why some behaviours are not acceptable. Children are learning how to be safe. For instance, the childminder helps them to understand why they need to sit down when they are eating. The childminder teaches children to walk safely, particularly when they are on trips and out and about in the local area.

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

- The childminder helps children learn about their community through trips that are linked to their interests. For example, children show an interest in the Tower of London, so a trip has been arranged to take them there. This helps children to make real-life links between their play and the world.
- Occasionally, the childminder does not give children enough support to fully engage in activities, and they wander from activity to activity. At these times, children are not participating in meaningful learning.
- The childminder ensures that the experiences she provides promote children's physical development. For instance, the childminder and children interact well together as they make play dough. Children develop and use their small- and large-muscle skills to mix, stir, pour and squeeze.
- The childminder does not fully support children's communication and language skills. She provides creative experiences for the children, and they talk about concepts such as colour. However, she does not introduce them to new vocabulary to describe other concepts, such as textures, shape and form.
- Children like to share books with the childminder. They choose books and ask to have a story read to them. The childminder supports children, asking simple question and providing explanations, to understand what it is happening in stories. This promotes children's early literacy.
- The childminder promotes children's early mathematical skills. She uses her

interactions with children to introduce mathematical vocabulary about quantities. Children demonstrate that they understand these concepts and use them in their play. For instance, children use words such as 'more', 'add' and 'a little bit'. Children learn about quantities through a range of playful activities and experiences.

- The childminder provides healthy, home-cooked food and snacks for the children. She gathers information about children's allergies and dietary requirements from their parents when they join her setting. When preparing and serving food, she ensures that she adheres to the requirements. Children's health is well supported.
- The childminder evaluates and reflects on her practice, to raise the quality of her setting. She identifies training to help her to extend her professional knowledge and skills.
- The childminder completes regular observations and assessment of children as they play. She completes the statutory assessments for children aged between two and three. She shares this information with parents about their children's progress. This has a positive impact on children's next steps in education.
- The childminder has a strong partnership with parents. Parents are complimentary about the childminder. They describe her as 'approachable and friendly.' They are pleased with the support she gives them and their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands safeguarding policies and procedures and the 'Prevent' duty. She completes regular safeguarding training. She knows how to identify any possible risks to children and who to report any concerns to. The childminder ensures that the environment is secure and safe. She always supervises and supports children, ensuring they are safe on trips outdoors. She completes mandatory training, such as paediatric first aid, to ensure her key knowledge is up to date.

What does the setting need to do to improve?

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

- review how some activities are organised so that all children are fully engaged in more purposeful learning experiences
- strengthen strategies used to extend children's communication and language skills, to widen their vocabulary further.

Setting details

Unique reference number	EY467225
Local authority	Newham
Inspection number	10285997
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 October 2017

Information about this early years setting

The childminder registered in 2013. She lives in Manor Park, within the London Borough of Newham. The childminder operates all year round, from 8am to 7pm, Monday to Friday, except for public holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around her setting and discussed how she ensures that it is safe and suitable.
- Children spoke with the inspector during the inspection.
- Parents spoke with the inspector during the inspection to share their views of her setting.
- The inspector viewed relevant documents as part of the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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