

# Childminder report

<b>Inspection date</b>	12 December 2018
Previous inspection date	1 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder manages her setting well. She offers a warm and welcoming environment. Children are happy to attend and build strong bonds with the childminder.
- The childminder's knowledge and understanding of safeguarding matters are effective. She knows how to identify the signs that a child may be at risk, including from extreme views and behaviours.
- The childminder observes and assesses children's learning well. She provides a wide range of resources and activities for children to explore freely. This helps children to make good progress in their development.
- The childminder has an accurate understanding of the strengths and weaknesses of her practice and what she needs to do to improve further. She involves parents in her reviews to take account of their views.
- The childminder develops close partnerships with parents to share information about children's care and learning. Parents speak positively about the childminder. They comment that they feel the childminder has an excellent rapport with their children.
- Although the childminder supports children's independence well overall, occasionally, during every day routines, she does not encourage children to do things for themselves.
- Occasionally, during activities, the childminder does not make the most of opportunities to extend children's developing awareness of mathematics for counting.

## What the setting needs to do to improve further

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

- make better use of opportunities to enable young children to do more things for themselves during their everyday routines
- encourage children's awareness of counting during their everyday activities to fully support their early mathematical skills.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector looked at children's records and a range of other relevant documentation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder about how she reflects on her practice and also reviewed her self-evaluation processes.

**Inspector**  
Janet Tough

## Inspection findings

### Effectiveness of leadership and management is good

The childminder establishes good partnerships with parents. She works effectively to promote children's learning between the home and the setting. The childminder ensures parents are familiar with the routines, policies and procedures. She provides regular feedback to parents about children's daily care and learning. The childminder implements effective systems to keep children safe while in her care. She robustly carries out risk assessments and implements detailed policies and procedures to support her good practice. Safeguarding is effective. The childminder is knowledgeable about the procedures to follow should she have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

The childminder is skilled in her teaching. She observes regularly and knows children's interests and needs well. She uses this information to provide stimulating activities and resources to support their learning. For example, she shows children how to lift the flap on a peek-a-boo game. Children learn about colours, shapes and the names of animals, helping them to learn new skills. The childminder develops children's communication and language skills well. For instance, she comments on children's play and describes what they are doing. She reads stories to children and demonstrates how to turn the pages. Babies have opportunities to develop their physical skills during outdoor play when using the slide or indoors, such as when climbing stairs supported by the childminder.

### Personal development, behaviour and welfare are good

Babies settle quickly and easily. They learn how to express their emotions, such as smiling to show pleasure, and babbling and pointing to communicate their needs. The childminder offers positive praise and encouragement to help them know when they are doing well and to build their perseverance. For example, she encourages them to build blocks and tidy away when they have finished. The childminder works with parents to ensure children develop good health. She encourages them to provide healthy food for children to eat. The childminder plans regular visits outdoors and to local groups where children play with others and develop their social skills.

### Outcomes for children are good

Children make good progress from their individual starting points. They develop a good range of physical skills as they use their large- and small-muscle movements. For example, babies learn to crawl, pull themselves up and feed themselves. Babies are happy, active and show an interest in their play. They follow simple instructions effectively. For example, they take tissues from the box to wipe their noses. Children are well prepared for their next stages in learning.

## Setting details

<b>Unique reference number</b>	EY427372
<b>Local authority</b>	Newham
<b>Inspection number</b>	10064922
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	1 July 2015

The childminder registered in 2011 and lives in East Ham, within the London Borough of Newham. She operates all year round, Monday to Friday.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

