

# Childminder report

<b>Inspection date</b>	14 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Regular supervision helps to ensure that the childminder monitors her assistant and keeps him up to date with current early years guidance. The childminder involves her assistant, parents and children in evaluating practice. This helps to improve the overall quality of the setting.
- The childminder supports children to build on their early literacy skills effectively. She engages children in books about daily routines. Children identify similarities between themselves and characters in stories. For example, children exclaim, 'he eats dinner. I just had dinner'. This helps to build on children's enjoyment of reading.
- The childminder and her assistant are kind and encouraging. They display the behaviour they expect from children. Children are polite, they work well within boundaries and enjoy involving each other in tasks. This is evident when children build towers from blocks together and actively call other children to be part of their activity.
- Children enjoy recognising shapes and numbers in their environment. This helps to promote a positive attitude towards developing mathematical skills well. Overall, children are well prepared for their next stage of learning, including their move on to school.
- The childminder does not always consider the benefit of working in partnership with other early years settings that children also attend. She misses opportunities to develop a continuity of care, learning and development for all children.
- Although the childminder makes accurate assessments of children's learning, she does not consistently use this information to help her plan effective next steps and extend children's learning even further.

## What the setting needs to do to improve further

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

- build effective working partnerships with other early years settings that children also attend, to develop a continuity of care and improve outcomes for children even further
- use information gathered during assessments to plan effective next steps and extend children's learning to the highest level.

### Inspection activities

- The inspector spoke with the childminder, her assistant, parents and children at appropriate times during the inspection.
- The inspector looked around the premises that the children access indoors and outdoors.
- The inspector observed children engaged in activities and the childminder and her assistant's interactions with them.
- The inspector and the childminder carried out a joint observation of a planned activity.
- The inspector sampled documents, including children's records and assessments, policies and training certificates.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of the signs of potential abuse. They know how to recognise that a child may be at risk of extreme ideas and views. They know the procedure to follow if they are concerned about a child's welfare. The childminder attends childminding conferences twice per year. This helps her to develop new ideas that have a positive impact on practice. She uses the knowledge she gains from training around autism to help her support children who have special educational needs and/or disabilities. She is passionate about enhancing her own skills to meet children's communication needs even further. The childminder has a strong ethos of celebrating equality and diversity. She actively promotes an awareness of different cultures and encourages children to value one another's similarities and differences.

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

Partnerships with parents are strong. The childminder gathers information from parents before a child starts and completes early observations to gain a clear picture of children's interests. This helps her to provide activities that fully engage children. For example, children laugh as they learn about their body and sing action songs. The childminder helps children to correctly name and point to parts of the body. Children develop good communication and language skills. Children enjoy opportunities to practise their large movements. Children climb steps on a slide confidently and negotiate space well as they run and skip. The childminder helps children develop their physical skills successfully.

### Personal development, behaviour and welfare are good

Children form close and secure attachments with the childminder and her assistant. This helps children to feel confident and share their ideas. The childminder provides an engaging environment, to help children settle quickly. For example, children are excited to explore a painting activity when they arrive. The childminder supports children to manage their own personal needs successfully. For instance, children take off their shoes and coat and hang them up independently. Children learn why it is important to take care of their belongings and keep a safe and clear environment. They consider how their actions affect others and learn to manage risks well.

### Outcomes for children are good

Children develop good skills to help prepare them for future learning. For example, children develop the confidence to talk about their favourite songs, telling adults that they 'like the ABC song and Incy Wincy Spider best'. Children make choices about their play and are involved in their learning experiences. Children work well within the level of development typical for their age.

## Setting details

<b>Unique reference number</b>	EY538334
<b>Local authority</b>	Havering
<b>Inspection number</b>	10079323
<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>	3 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives in Rainham, in the London Borough of Havering. She operates her service Monday to Friday from 7am to 8pm, all year round. She works with one assistant.

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)

