

Childminder report

Inspection date:

2 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe and secure in the setting and with the childminder. They know that they are listened to and their opinions are taken into account. Children help and praise each other. The childminder supports children to manage their feelings. She uses positive, clear language to explain how rules keep children safe. The childminder does not allow children access to the internet. Children choose from a range of toys that help them develop their learning. They concentrate on their games and are keen to explore new resources. They cheerfully tidy up their play areas when asked. The childminder gently corrects children's speaking by conversing with them and using the correct pronunciation. She warmly praises children when they demonstrate understanding of new concepts, such as 'big' and 'small'. However, she does not build on what the children know when planning their next steps. Parents are involved in planning for their children's learning. The childminder tells parents about children's progress but is not clear enough about where children are in their learning. She does not provide parents with developmental summaries to share with other settings.

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

- The childminder listens as children tell her about things they have learned. She builds their vocabulary. This was demonstrated when the children were playing with an aeroplane they had just modelled. They chatted to the childminder about how the aeroplane flew. She introduced the word 'wings' into the conversation, repeating the new word to help children remember it.
- The children are very interested to listen and respond to familiar storybooks and to the childminder when she talks about the actions of a character in a story.
- Children engage in a mix of physical activities that help them develop control. For example, they play with small marble toys and bounce on a trampoline.
- Parents are given daily information about their children's progress verbally. Some parents use a communication book. However, the childminder does not record summaries of children's development at age two years.
- Children understand why they are expected to follow rules. They feel safe and this encourages them to take risks and try new activities.
- Children understand how knowledge can influence other people's behaviour. The childminder explained that some children had not been to the local park recently and that would influence the decision they made on the day's choice of outing.
- Children laugh and help each other as they play, demonstrating their friendly, respectful relationships.
- The childminder talks to children about what they like to play with and how they like to play. This helps them to understand that they are valued as individuals.
- Children learn to wash their hands and understand this is to keep them safe from illness.

- Children are not given consistent support in choosing healthy foods. For example, they chose from a selection of sweet biscuits at snack time and were offered salty crisps later in the morning.
- The childminder keeps children safe online as she does not offer toys that connect to the internet. This means that children are not given the opportunity to learn about online safety.
- The childminder communicates her inclusive values to all parents. She provides resources that reflect the diversity of people living in modern Britain.
- The childminder helps parents access funding for early education so that children can attend her setting. She does not have high enough expectations for all children at the setting.
- The childminder welcomes help from other professionals in updating her skills and knowledge. However, she does not keep records of all children's addresses or dates of birth. This means that she cannot always support other professionals in ensuring that all children's needs are met.
- The childminder does not consistently support children's mathematical learning. She does not always correct children when they incorrectly count a group of objects.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date via online courses and support from her local authority. She knows who to contact if she suspects that a child may be at risk of harm. The childminder understands the importance of informing social services and Ofsted of any allegations made against her. She has a clear understanding of the need to risk assess both her setting and the resources children may bring into the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
record the date of birth and address of every parent/carer known to the provider, and which parent/carer the child normally lives with	30/10/2019
provide parents with a short written summary of their children's development in the prime areas when the children are aged between two and three years.	30/09/2019

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

- offer children healthy snacks rather than snacks with high sugar or salt content
- teach children about online safety.

Setting details

Unique reference number	EY396019
Local authority	Havering
Inspection number	10104628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	3
Number of children on roll	9
Date of previous inspection	27 March 2015

Information about this early years setting

The childminder registered in 2009. She lives in Hornchurch, Essex, in the Borough of Havering. The childminder operates her service Monday to Friday from 7am to 6pm. Access to the house is via three small steps up from the ground directly from the footpath. The family has a pet dog and a cat.

Information about this inspection

Inspector

Fi O'Connor

Inspection activities

- The inspector and the childminder carried out a learning walk together.
- They carried out a joint observation of children playing.
- The inspector looked at documents such as policies and children's records.
- Children talked to the inspector about what it is like for them at this setting.
- The childminder told the inspector how she observes and plans for children's progress.
- The inspector spoke to parents and carers and took their views into account.
- The inspector observed children's interactions with the childminder and each other.

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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