

# Childminder report

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Inspection date:

17 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children's safety is a high priority for the childminder. Children display a strong sense of belonging and security as they move around freely to choose resources to explore. They are respectful and polite. They make the childminder aware of what they want to do next. Children are eager to learn and they show interest in the resources available. They communicate confidently. For instance, they use a range of descriptive words to comment on their own play. Children learn to use their imagination well. For example, they enjoy role-play activities and they dress up in costumes and pretend to be different characters. The childminder ensures children wash their hands at appropriate times and she provides healthy food for them to eat. She makes children aware of the benefits of eating healthily and she provides opportunities for them to plant vegetables in the garden. The childminder develops close relationships with parents and she keeps them informed about their children's care and learning. She supports children and parents through various transitions and significant events. The childminder misses some opportunities to strengthen children's writing skills, and to form close partnerships with other providers that they attend.

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

- The childminder observes and assesses children's learning well. She provides a wide range of opportunities to keep children fully engaged, to support their learning and to help them make good progress with their development.
- The childminder provides interesting resources such as arts and crafts, and sensory materials for children to explore, to use their imagination and to make designs. Children learn to use different tools effectively and they demonstrate good coordination.
- The childminder supports children to develop their mathematical skills well. For example, they learn to count, recognise shapes and learn about measurement. They identify numbers when playing board games such as snakes and ladders.
- The childminder provides opportunities for children to develop their small and large muscles. For example, she arranges regular trips to the local park for them to climb and learn to balance, and to help strengthen their mobility and movements.
- The childminder supports children's growing understanding of the world well. For example, she plans visits to places in the community and she reads them stories to make them aware of different people and families.
- Childminder settle well and they appear happy. They welcome and value the childminder's encouragement and reassurance during their play. Children display high levels of independence and confidence. For example, older children learn to manage their self-care needs well. They learn to use the toilet, and dress and undress themselves.

- The childminder supports children to manage their feelings, and to positively handle disagreements and disappointments during different situations. She offers regular praise for children to know that they are doing well and to develop their self-esteem.
- The childminder sets clear boundaries to teach children right from wrong. She models positive behaviour and good manners for them to copy and learn. Children learn to use 'please' and 'thank you' at appropriate times. They listen and show respect to the childminder.
- The childminder forms close relationships with parents. They work together to support children's development and to help them through different transitions that they experience.
- The childminder considers feedback from parents, children and her assistant when evaluating the setting. She has addressed recommendations from the previous inspection well. For example, she makes good use of opportunities to support children's speaking and listening skills.
- The childminder maintains her professional development well. She monitors her assistant's practice and shares any new information with him, in order to keep his knowledge current.
- The childminder misses some opportunities to extend older children's writing skills further, and to help them to put meaning to their writing.
- The childminder misses the chance to gather information from other providers that children attend, in order to enable continuity in children's learning at the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She ensures her assistant attends safeguarding training and he knows what to do if he has concerns about children's safety. The childminder is aware of the signs and symptoms of child protection issues and wider safeguarding issues. She understands the need to be vigilant and to promptly report any concerns to the relevant authorities. The childminder makes parents aware of her safeguarding policies and procedures so they know what to expect from her service and how to report any allegations against adults at her setting.

## What does the setting need to do to improve?

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

- increase opportunities for older children to strengthen their writing skills and to learn how to put meaning to their writing
- establish relationships with other providers that children attend to obtain information about their learning and to extend activities at the setting.

## Setting details

<b>Unique reference number</b>	118699
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063464
<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>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 February 2016

## Information about this early years setting

The childminder registered in 1990. She lives in Romford, in the London Borough of Havering. She works with an assistant to pick up and drop off older children at school. The childminder holds a qualification in early years at level 3. She operates from Monday to Friday, 7.30am until 7pm, throughout most of the year.

## Information about this inspection

### Inspector

Martina Mullings

### Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, intent and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes, and her daily teaching and care practices.
- The inspector checked the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of teaching and learning, and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.

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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