

# Childminder report

---

Inspection date: 21 October 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

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

### The provision is good

Children enjoy opportunities to make choices about their play and express themselves in creative ways. For example, young children adapt a painting activity to explore how paint feels on their skin and create handprint pictures. The childminder understands why it is important for children to lead their own play and promotes this to help build self-esteem and support their emotional well-being. Children feel happy and safe in their surroundings. Children form secure attachments with the childminder and turn to her for comfort when they become upset. She quickly soothes them and helps children learn to understand and manage their own feelings particularly well. The childminder values spending time observing children's interactions with one another and carefully reflects on how they play. She does this to help her plan a curriculum that is centred around children's interests and what skills they need to develop, to enhance their learning even further. For example, the childminder skilfully captures the interest of children who like animals, by offering experiences involving small animal figures, a pet cat and trips to the farm. This helps to engage children and encourage them to develop confidence to talk about their thoughts. This has a positive impact on children's communication and language skills.

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

- The childminder develops partnerships with other provisions that children also attend, such as schools and nurseries. She does this to help support children's development and work together towards next steps. This contributes to building a continuity of care and learning between settings.
- The childminder includes the views of parents and children to help evaluate her provision. She liaises with the early years coordinator and attends regular childminding meetings and workshops to develop ideas to enhance practice. She reflects on the needs of those who attend to help her accurately identify areas for professional development. For instance, she identifies that improving her knowledge and skills of how to support children with special educational needs and/or disabilities would have a positive impact on their learning experiences.
- Children develop a good understanding of mathematical concepts from a young age. The childminder uses a large wooden construction activity to extend children's thinking skills successfully. She helps children consider where to place different-sized blocks, how to measure themselves against the wooden tower and talks to them about 'bigger' and 'smaller'. This helps enhance children's knowledge of number, size and structure.
- The childminder incorporates a story time into children's daily routine. She provides a range of books that reflect different cultures, ethnicities and abilities positively. However, she misses opportunities to encourage children to explore a range of reading material to foster a real enjoyment of books. For instance,

books are tucked away and not easily accessible for children. She does not consider ways to include reading materials in children's play to promote early literacy skills even further.

- Carefully planned experiences, such as visits to museums, the Cutty Sark and cable cars over the River Thames, help children explore their local environment. They begin to understand how things work and learn about the world around them. The childminder supports children to appreciate similarities and differences between themselves and those beyond their immediate families, within their community.
- Children develop good self-care skills, such as mastering how to use cutlery to feed themselves and washing their hands independently. The childminder helps children develop a clear understanding of why it is important to make healthy choices and care for their bodies. For example, she talks to children about oral hygiene and encourages them to brush their teeth after eating lunch.
- A well-thought-out memory matching game supports children's social development well. Children listen to rules, develop concentration and patiently take turns. Children have an excellent understanding of one another's feelings and how their actions affect others. This is evident when older children celebrate younger children's achievements with them, when they correctly match their first pair. Children develop positive attitudes and skills to help with future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding policies and procedures and knows how to escalate potential concerns regarding a child's welfare. She is alert to signs that a child may be at risk of extreme views and ideas. She undertakes regular training to keep her knowledge of child protection 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:**

- ensure that appropriate professional development opportunities enhance knowledge and skills to fully benefit all children in her care
- find engaging ways to encourage children to explore a range of reading material to further promote an interest in books.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY420683  |
| <b>Local authority</b>             | Newham  |
| <b>Inspection number</b>           | 10074679  |
| <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>       | 2 to 8  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Date of previous inspection</b> | 25 January 2016   |

## Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Newham. The childminder operates Monday to Friday, from 7.30am to 8pm, all year round. She holds an appropriate level 3 childcare qualification.

## Information about this inspection

### Inspector

Leanne Stranger

### Inspection activities

- The inspector and childminder completed a learning walk around the setting and discussed how the environment is organised to support children's learning.
- The inspector and childminder carried out a joint observation of a planned activity.
- The inspector sampled a range of documentation, including training certificates, policies and observation records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of interactions between the childminder and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019