

# Childminder report

---

Inspection date:

11 November 2019

---

## **Overall effectiveness**

## **Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

The childminder and her assistant provide an exceedingly warm, welcoming and homely environment where children settle quickly. Children demonstrate high levels of safety. They establish excellent relationships with the childminder and her assistant. Children are confident and independent learners and display high levels of emotional well-being. For instance, when they are upset they request their favourite toy to give hugs and kisses. The childminder and her assistant have high expectations for children's behaviour. They implement high effective behaviour management strategies, which support children to have an excellent understanding of right from wrong from an early age. Children share toys and resources exceptionally well. They have freedom to make their own choices and to investigate the amazing indoor and outdoor environments. Children explore the fairy sensory area in the garden. They gaze at sparkling decorated icicles and explore the embedded shells and rocks in the ground. The childminder and her assistant value what the children have to say and give enough time for them to think and respond to questions. Younger children develop their coordination and curiosity as they safely explore. The childminder and her assistant constantly keep parents up to date and involve them in all phases of their children's learning and care.

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

- The childminder and her assistant are highly committed and passionate in maintaining their excellent practice. They are highly reflective and meet with other childminders to share ideas and to enhance their knowledge. They regularly evaluate the setting and use their findings to make rapid progress and drive improvement, to ensure they maintain the highest standards for all children. They have extended the range of reading materials so children can enjoy a wider variety of language, texts and printed materials.
- Parents hold the childminder and her assistant in high regard. They are very complimentary about the setting. Parents make comments such as 'the learning is out of this world' and 'children flourish here'. The childminder and her assistant share children's learning through daily journals, photographs and observations, and they value parental contributions towards their children's development.
- The childminder and her assistant carry out in-depth observations of what children are capable of doing. They carefully plan activities to target specific areas of their learning and development. The childminder and her assistant have high expectations of the children, which means that they provide challenging and enjoyable activities. For instance, children develop their curiosity as they take part in a 'Gruffalo' trail in the woods. They find a spider crawling around and make links to the nursery rhyme 'Incy Wincy Spider'.

- Children develop a can-do approach and show exceptionally high levels of independence. They independently zip up their coats and manage their own personal needs, especially in relation to health and self-care. Younger children eagerly point to the soap and paper towels. They rub the soap in their hands and dry them independently. All children are extremely well prepared for their next stage in learning and for school.
- Children are given every opportunity to challenge their thinking. For instance, during play they stand still to experience the wind blowing on their hair and against their faces. They identify it is raining and recognise the raindrops on the chalkboard and make marks. As a result, children are confident in their abilities and eager to try new activities. The childminder and her assistant act as excellent role models and praise children for their achievements and positive behaviour.
- Children make exceptional progress with their speech and language. The childminder and her assistant provide a language-rich environment, with numerous opportunities for children to build on their vocabulary. This was evident during a presentation about their visit to a Remembrance Memorial Day. Younger children used words such as 'poppy', and older children used and understood complex words such as 'the parade' to describe what they had seen.
- The childminder and her assistant provide a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit the local duck pond, garden centre, farm, woods, park, library and playgroups.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are fully aware of their roles and responsibilities around safeguarding. They frequently attend training to update their knowledge to keep children safe and protected from harm. They have a clear understanding of the signs and symptoms which could indicate a child is at risk. They have a broad understanding of wider safeguarding issues and how to identify and report any concerns. The childminder and her assistant talk to children about the rules when in the car park, to help them develop an excellent understanding of how to stay safe.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 118881  |
| <b>Local authority</b>             | Havering  |
| <b>Inspection number</b>           | 10128362  |
| <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 to 5  |
| <b>Total number of places</b>      | 10  |
| <b>Number of children on roll</b>  | 10  |
| <b>Date of previous inspection</b> | 28 April 2015   |

## Information about this early years setting

The childminder registered in 1998 and lives in Upminster, in the London Borough of Havering. She operates all year round, Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays. She works with an assistant. The childminder and her assistant hold a relevant childminding qualification at level 3.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

### Inspection activities

- The inspector and the childminder conducted a learning walk of the areas used by the children inside and outside.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of two children.
- The inspector sampled written feedback from parents and took account of their views.
- The inspector reviewed a range of documentation, including certificates of suitability checks of the childminder, her assistant and those who live in the household.
- The inspector observed a planned activity and jointly evaluated this 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.

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