

# Childminder report

---

Inspection date: 9 January 2020

<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

The childminder provides a safe, well-organised, homely environment for children. They enjoy playing in the garden which offers them a variety of sensory and creative activities. For example, children role play making chocolate cakes by using mud in the mud kitchen. The childminder places a strong emphasis on children's well-being. Children enjoy regular fresh air and exercise in the garden and at the local park. The childminder promotes healthy eating; she cooks a fresh and nutritious meal each day. She carefully monitors and provides for children's dietary and medical needs.

Children behave very well for their age. The adults use positive strategies of behaviour management to teach them about expected behaviour and to help them learn to manage their own behaviour. Children learn to be kind to each other, to share and to take turns. They grow in confidence with the love and praise that they receive from the adults.

Children develop communication and early literacy skills through exploring storybooks, the adults' meaningful conversations with children throughout the day and through song. Children enjoy looking at their favourite books in the cosy book area and they regularly ask adults to read them a story.

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

- The childminder provides a safe, well-organised environment both inside and out. She offers a choice of stimulating resources that she uses to promote development across the curriculum. Children independently choose what they would like to play with and concentrate on their chosen activities.
- Children are encouraged to learn about the world around them. The adults take them out to a variety of places in the community. For example, they attend the local park, library, supermarket and children's centre.
- The childminder has effective care routines in place which children are familiar with. For example, children are happy to have their nappy changed and go to sleep when they are tired.
- Children are sociable and confident. For example, they boldly initiate conversations with visitors.
- Children are developing good independence skills. They are keen to do things by themselves, such as getting their shoes and coats on when they want to go outside.
- The childminder promotes children's mathematical development effectively throughout their play. Children use mathematical language, such as 'full' and 'empty'. For example, they observe and listen carefully as a large box full of balls is emptied onto the floor. They confidently count the balls with excitement as

they are asked to post varying numbers of balls back into the box.

- The childminder works closely with parents when children first join; she spends time getting to know the child and family. However, she does need to use this time to find out what the children already know from their parents.
- The childminder has a very effective settling procedure. As a result, children develop close attachments with the adults at the setting. The childminder and her assistant are sensitive to the children's needs and ensure that they are met. They provide an enjoyable, supportive environment and the children are happy and settled.
- Adults use photos and observations to regularly assess children and plan for their next steps in learning. They frequently provide parents with information about children's progress each day via an online communication app.
- The childminder supports the development of children's early communication and language skills. She uses stories, songs and rhymes to help engage them and support their speech, concentration and listening skills. This helps them to acquire skills for their future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Both the childminder and her assistant are aware of how to keep children in their care safe. Adults are able to identify the possible signs and symptoms of abuse and neglect, and are confident with the action that they need to take and who to contact if they have a concern about a child's welfare. In addition, staff receive regular safeguarding training and are confident in identifying a child or family who may be at risk from radicalisation or extremism. The childminder's home is well organised and she regularly monitors and reduces risks around her home to help keep children safe.

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

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

- involve the parents in the early assessment of their children when they join the setting
- focus planned activities more sharply on individual children's learning needs in order to help them make even stronger progress.

## Setting details

<b>Unique reference number</b>	EY309735
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10065560
<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 7
<b>Total number of places</b>	8
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	25 November 2015

## Information about this early years setting

The childminder registered in 2005. She is located in Chadwell Heath, Essex. The childminder has a relevant qualification at level 3. The childminder receives government funding for children aged two years.

## Information about this inspection

### Inspector

Keiley Pedro

### Inspection activities

- The inspector looked at the rooms in the house used for childminding, the outside area and the resources used by children.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that these had on children's learning.
- The inspector spoke to children, the childminder and her assistant at appropriate times throughout the day.
- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector viewed an activity and held discussions with the childminder about the children's progress and achievements.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents spoken to on the day of inspection.

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 2020