

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Good
------------------------------	-------------

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

The childminder has created a safe environment for children to learn in. Children enjoy exploring the well-planned learning environment both indoors and outside in the large garden. Toy boxes are easily accessible to children so that they can see what is inside, and can select what they want to play with.

Children demonstrate curiosity and concentrate well during group activities. For example, they spent time carefully stacking various-sized disks onto a threaded corkscrew pole. They took turns to stack and watch the patterns made as the disks spun down to the bottom.

Children behave very well for their age. The childminder has high expectations of their behaviour. She uses verbal praise and effective behaviour strategies. These help children to learn how to manage their own behaviour.

The childminder supports the development of children's early communication and language skills. She uses stories, songs and rhymes to engage them and support their speech, concentration and listening skills.

The childminder places strong emphasis on children's well-being. Children enjoy regular fresh air and exercise in the garden, in the local park and on their daily walks to the local primary school. The childminder promotes healthy eating and she works alongside parents to ensure children's packed lunches are healthy.

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

- Children enjoy sharing books and regularly visit the library. They learn to listen and concentrate as they sit for story time with the childminder. To help children enjoy stories, the childminder asks them questions about what they see in books. She encourages them to point to illustrations, turn pages and make noises relating to characters and events.
- The childminder interacts well with children and builds on their experiences and learning effectively. She regularly assesses children's progress by using written observations and photographic evidence.
- Children are encouraged to learn about the world around them. They take part in regular outings within the local community. For example, children explore the park, and visit messy play and toddler groups. This helps to support their growing curiosity and to develop new interests.
- The childminder is committed to building good relationships with children and their families. Parents praise the care and education that their children receive. They make very positive comments about their appreciation of the childminder's flexible approach to supporting the needs of working families.

- The childminder has a very effective settling procedure for children. As a result, strong and positive attachments between children and the childminder have been formed, and children are confident and emotionally secure.
- Children benefit from a broad range of activities and resources that motivate them to explore and follow their interests. As a result, children make good progress from their starting points.
- The childminder teaches consistent routines and boundaries. For example, very young children busily joined in with tidying toys before they began another activity. The childminder understands the importance of familiar routines for children and knows that this is one way of helping them to understand what will happen next.
- Children hear and use mathematical language regularly during play. For example, they counted ducks while sharing a story and construction pieces while building a train. They also discussed the repeating patterns on their bags.
- Children learn to be kind to each other, to share and take turns. They grow in confidence with the affection and praise that they receive from the childminder.
- The childminder completes training and research, and shares ideas with a wider childminding group to help her to improve and increase the opportunities she provides for children.
- The childminder regularly evaluates her provision to ensure that she provides the highest quality care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children in her care. She understands signs and symptoms which may indicate a concern about the welfare of a child, including abuse, neglect, radicalisation and grooming. She knows how to report any concerns. The childminder keeps her safeguarding knowledge up to date through attending regular safeguarding training. Her home is very well organised, and she has suitable space for children to move freely, both indoors and outside. She regularly monitors and minimises risks around her home to 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:

- develop further opportunities for children to gain independence and enable them to carry out simple tasks for themselves
- focus planned activities more sharply on supporting children's individual learning needs to help them to make greater progress.

Setting details

Unique reference number	118930
Local authority	Havering
Inspection number	10063472
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 April 2016

Information about this early years setting

The childminder registered in 1994. She lives with her husband and two children in Romford, in the London Borough of Havering. The childminder cares for children in the early years age group and, additionally, offers care to older children up to the age of 11 years. She works on weekdays, throughout the year.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The inspector had a tour of the childminder's home.
- The inspector observed children as they engaged in a variety of activities, and assessed the impact that these have on their learning.
- The inspector spoke to children and the childminder at appropriate times throughout the day.
- The inspector and the childminder held a discussion to enable the inspector to understand how the early years provision and curriculum are organised.
- The inspector observed 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.
- Parents' views were considered from written feedback provided.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2020