

Childminder report

Inspection date:

17 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy at the setting. They smile, laugh and talk when they play. The childminder is caring and her gentle nature helps children relax and settle well. Children build secure attachments with the childminder and develop high levels of self-confidence to request specific toys and activities. The childminder completes regular risk assessments to help ensure she provides a safe environment indoors and when out in the community. The childminder provides a wide array of resources, such as musical instruments, wooden vehicles, old-fashioned dolls and sensory activities. This helps children explore different materials and use their imaginations well to engage in various styles of play.

The childminder has a good knowledge of her role and responsibilities in offering an out-of-school provision. She is knowledgeable about children's needs and responds well to young children to help them enjoy play experiences and to rest after a long school day. Children are extremely well behaved. They listen to the childminder and follow instructions well. They reflect her calm approach and have a positive attitude to trying new activities. The childminder reassures children and praises their achievements. This helps to build their self-esteem and encourages children to feel pleased with their creations.

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

- The childminder ensures that reading material, such as information books and stories is easily accessible for the children. The books available reflect different cultures, ethnicities and the diversity of the local community. This helps children see positive images of a variety of people in the resources they use.
- Effective partnerships with the local schools that children attend help to support children's learning and progress. For instance, the childminder organises activities, such as squeezing play dough and cutting it with plastic scissors to strengthen children's small movements. This helps children manipulate various tools and develops their early writing skills well.
- The childminder considers children's interests and what they know and can do to help her plan experiences that support their development. She has a good knowledge of the early years foundation stage and uses this to help her organise her provision. For instance, she sets up focused activities, but also encourages children to make choices about their play.
- Self-evaluation includes views of parents, to help the childminder identify areas for improvement and enhance her professional development. She reflects on overall practice and liaises with the local authority childminder coordinator to help improve her provision. For example, she makes use of regular workshops and meetings to build on her knowledge to get new ideas, such as a role-play

kitchen area.

- The childminder uses everyday activities, such as the walk home from school to build on children's learning. She talks to children about what they see around them and numbers they recognise on doors, including two-digit numbers. This helps develop children's mathematical skills well.
- The childminder promotes healthy eating. She encourages children to drink water, talks to them about why the fruit they are eating is good for them, and asks about their lunch earlier in the day. This helps children develop an understanding of why it is important to make healthy choices.
- Children learn about taking care of themselves and following effective hygiene routines. They wash and dry their own hands before having a snack. They know where to hang their coat and school bag. Overall, children develop good independence skills.
- The childminder gently reminds children about using good manners. Children quickly respond with 'please' and 'thank you'. They are polite and respectful. They take care of resources and tidy up after themselves, for example by putting banana peel in the appropriate bin when they have finished.
- Children happily talk about themselves, discussing their class, age and birthday and recalling past events. The childminder builds on these conversations well. Children develop good communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She attends regular training to keep her knowledge and awareness of safeguarding up to date. She regularly reviews policies and risk assessments and ensures that she holds correct contact information for appropriate external services. She is aware of the signs and symptoms of abuse, including when children may be at risk of extreme ideas and views. She knows the procedures to follow to raise any concerns regarding a child's welfare. This helps keep children safe in her care.

Setting details

Unique reference number	132674
Local authority	Newham
Inspection number	10064933
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	4 January 2016

Information about this early years setting

The childminder registered in 1992. She lives in Forest Gate, in the London Borough of Newham. She is available to care for children Monday to Friday, from 7am to 6.30pm throughout the year.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector sampled a range of documentation including training certificates, policies and required insurance.
- The inspector and childminder took a tour of the premises that children access.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector held discussions with the childminder and children at appropriate times during the 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.

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