

Childminder report

Inspection date:

4 February 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 build strong attachments with the childminder and enjoy their time with her. She makes it clear that children can treat the setting 'like home.' This helps them to feel happy and secure in their surroundings and to confidently explore the variety of resources on offer. Parents speak highly of the childminder, commenting on how valuable it is for children that she spends so much time getting to know them. This has a positive impact on how well children settle. The childminder has a good understanding of children's needs within an out-of-school provision, such as needing rest after a long day and enjoying ventures to parks and the cinema during school holidays. Children talk cheerfully about the time they spend outdoors. They enjoy the opportunity to make decisions about their play and peruse a range of books, games and puzzles, making choices together about what to access next. Children are considerate of one another's feelings and have positive attitudes towards the rules in place. The childminder sets clear boundaries and children understand the expectations for their behaviour.

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

- Children enjoy the wide variety of reading material, such as information books, dictionaries and stories, and talk with enthusiasm about flags and globes, showing an interest in the world around them. The childminder engages children well in conversations about their interests. Younger children look at letters, sounding out the phonetic sounds they make. This helps them to develop good early reading skills.
- The childminder builds effective partnerships with parents. She communicates with them using newsletters and face-to-face conversations. She shares information regarding young children's development and liaises with parents about their children's progress at school. This contributes to building continuity in children's care and learning.
- Children are familiar with the daily routines and swiftly put away their belongings on their arrival at the setting from school. Children are independent in managing their own care needs.
- The childminder's self-evaluation is accurate. She considers the views of children when reflecting on practice to help develop areas for improvement. For instance, she includes their suggestions for resources and activities to enhance the school-holiday provision. This helps children to develop a positive sense of belonging, as they are involved in making important decisions.
- The childminder liaises with the local authority education officer to ensure that she keeps her practice up to date. She builds on professional development opportunities, such as completing training around healthy eating. This enhances her knowledge of portion sizes, provides ideas for nutritious meal options and

helps her to promote healthy choices with children successfully.

- Children complete challenging shape puzzles. Older children help younger ones and enjoy sharing their knowledge of shapes and angles. Children learn about mathematical concepts and develop good problem-solving skills as they fit pieces into the correct space together. Children have good attitudes towards persisting with difficult activities.
- Children are extremely respectful. They are polite, listen to one another and have excellent manners. They are quick to say 'please' and 'thank you,' without reminders, and clear their cutlery and plates away from the table when they have finished. Children develop good levels of independence. This is evident when they cut pieces of fruit and share them amongst their friends.
- Accurate observations and assessments help to identify children's interests and the progress they make. The childminder uses this information to help plan challenging and engaging activities for children. This has a positive impact on their overall development.
- The childminder follows the children's lead well, setting up a game previously requested. Children beam as they take on the roles of chef, waiter and customer, using role-play food, chef hats and aprons to explore the characters. They use pen and paper to take orders and practise their mark-making skills. Activities such as this contribute to children extending their imaginative skills well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She has robust policies in place and is meticulous about following procedures. She knows the indicators of abuse and is alert to signs that a child may be at risk of exposure to extreme ideas and behaviours. She knows how to escalate concerns regarding a child's welfare. She uses ongoing risk assessments to help her maintain safety for children in her care. She completes training around safeguarding, child protection and online risks, to keep her skills and knowledge up to date.

Setting details

Unique reference number	118862
Local authority	Havering
Inspection number	10063470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 July 2016

Information about this early years setting

The childminder registered in 1996. She lives in the London Borough of Havering. She has an appropriate childminding qualification. The childminder operates her service Monday to Friday, from 7.15am until 5.30pm, all year round.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- 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 and childminder took a tour of the premises and discussed how the environment is organised to support children's development.
- The inspector sampled a range of documentation, including training certificates, policies, required insurance and children's observation records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' views in written format.

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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