

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home-from-home setting. They are very comfortable and relaxed in her care. The childminder is calm and responsive to children's needs. Children behave well and show they feel safe. They select activities with confidence, and make choices about their play. The childminder organises the equipment effectively to encourage children's independence. Children's physical development is supported well. They visit places of interest in the local community, including play centres, parks and the shops. Children are eager to participate and show high levels of concentration. They enjoy being creative and exploring their own ideas. Children interact well and build on their social skills. The childminder knows the children well; she checks their abilities and builds on what they know, extending their experiences to meet their individual needs. Children use good manners and respond well to praise. The childminder supports children's mathematical language during activities. For example, she encourages them to count the blocks as they build with them. Children learn about the wider world through their play. For example, they discuss animals and what they eat. They make good progress in their language and communication skills. The childminder engages them in meaningful conversations, and they develop good levels of understanding. Children enjoy their time at the setting.

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

- Children excitedly made instruments from recycled materials and carefully filled them with dried food, using spoons. Children develop their fine motor skills effectively.
- The childminder gathers detailed information about children's routines, including what they can already do when they start. She uses this information to plan to meet children's individual learning needs.
- Children lead their own play and become absorbed in imaginative activities. For example, they use brushes to put on 'make-up', and admire themselves in the mirror. Children begin to learn about the similarities and differences of those around them.
- The childminder provides a range of resources that children access freely. They know what toys they want and where to find them. This helps children to gain good independence.
- Children enjoy snuggling into the childminder while she reads stories. They join in with familiar phrases, and eagerly choose books to share. Children's literacy skills are supported well.
- The childminder's good working partnerships with parents promote continuity of care. For example, parents said that the childminder is, 'brilliant with the children', and that she is trustworthy and loyal.
- The childminder has a good understanding of the need to maintain her

professional development. She attends training to develop her knowledge and skills. This helps to contribute to the good learning environment from which children benefit.

- The childminder is effective at supporting children's early communication and language skills. She models clear language when talking to the children and explains what unfamiliar words mean. However, at times, she asks questions to discover children's knowledge, but not enough time is given for their responses.
- Children behave well and share resources. The childminder is skilled at helping children to take turns. She has a calm approach, and explains to children how to consider others when playing.
- Children demonstrate a positive attitude to learning and have good levels of self-esteem. This is demonstrated when the childminder provides encouragement as children build with blocks. Children persevere until they succeed and demonstrate pride in their achievements.
- Children develop their mathematical skills well. They have regular opportunities to learn about numbers and shape through their play. They can count to 10 and describe the shape of dough. The childminder promotes children's learning and development well.
- The childminder knows what is expected of children when they start school. They learn the first letter of their name, and know how it sounds. Children learn how to be independent; they tidy away equipment after playing, take themselves to the toilet, and make a sandwich. However, on occasion, some opportunities for independence are missed, such as to wipe their own nose and clean up after eating.
- Children enjoy healthy and nutritious snacks and meals. They ask questions as the fruit is being prepared and learn about the risks of choking when eating. Children feed themselves and confidently ask for more. The childminder promotes children's healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, including the indicators of possible abuse and how to protect children in her care. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder encourages children to keep safe in the environment, for instance, by tidying toys away and sitting down when eating. Safety gates are in place to prevent children from accessing the kitchen area unsupervised, and the premises are secure.

What does the setting need to do to improve?

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

- make the most of opportunities during daily routines to support children's self-help skills to further develop their independence
- give children more time to process information and respond to questions.

Setting details

Unique reference number	EY449726
Local authority	Havering
Inspection number	10104636
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	5
Number of children on roll	3
Date of previous inspection	13 May 2015

Information about this early years setting

The childminder registered in 2012. She lives in Rush Green, in Essex. She cares for children all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Janet Tough

Inspection activities

- The childminder and inspector completed a learning walk to understand how the curriculum is organised and implemented.
- The childminder planned an activity and discussed the quality of education with the inspector.
- The inspector observed a range of play activities and spoke to the childminder and children at appropriate times.
- The inspector looked at a sample of documents, including evidence of the childminder's suitability and training.
- The inspector considered parents' written comments to gather their views of the provision.
- The inspector discussed the childminder's self-evaluation processes and her plans for improvement.

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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