

# Childminder report

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Inspection date: 10 February 2020

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children learn exceptionally well in a stimulating and challenging environment, which is carefully arranged to support all areas of learning. Children are highly motivated to learn and engage in activities for lengthy periods. The childminder encourages children to develop a love of the outdoor environment. She regularly takes the children into the wider community. She shares her love of gardening with the children. They regularly visit their allotment plot where the children work collaboratively with each other and the childminder to tend to their plants and flowers.

The childminder has high expectations for every child in her care. She carefully plans activities and experiences that are exciting and interesting, and successfully build on what the children already know. For example, the childminder skilfully introduces counting and mathematical concepts as children play with cars. She has formed close links with the local primary school, and the children are familiar with the school environment. As a result, children are extremely well prepared for the next stage in their learning, and eventual move to school.

The childminder has extremely high expectations of children's behaviour, and this is reflected in the way that children behave. Children are kind and very polite. For example, when adults are talking, older children say 'excuse me' before engaging in conversation, and ask to get down from the table when they have finished. Younger children say 'please' and 'thank you' at mealtimes. All children are very happy in this setting.

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

- The childminder gets to know children and their families very well from the start. She implements a careful settling-in process where she learns about children's routines, background information, interests and their likes and dislikes, before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences. This helps them to make exceptional progress.
- The childminder routinely demonstrates high-quality teaching and uses every opportunity to model language, demonstrate and support new skills and deepen knowledge. She enables children to explore their thoughts and preferences in their play, and she provides constant opportunities for them to make individual choices. Children enjoy experimenting with new ideas. For example, they have recently grown black carrots in their garden area.
- Parents are consulted daily. Partnerships with parents and opportunities for home learning are very strong. There is excellent communication through daily feedback, telephone messages and newsletters. Parents share their knowledge

of children's progress, and the childminder uses this information extremely effectively to plan and develop an exciting range of activities. The childminder has a strong understanding of how children learn and develop. She has developed this through her many years of experience and from accessing local training and information. Parents are keen to be involved with events, such as Halloween and Christmas parties. The childminder regularly seeks feedback from parents to further improve the quality of the setting.

- The childminder is very keen to develop children's independence. Children have opportunities to challenge themselves, take risks and learn important life skills to prepare them for their next stage in learning. For example, children design and create planters at the allotment. Children enjoy regular visits to their allotment where they have opportunities to plant and grow their own fruit, vegetables and plants.
- The childminder places a sharp focus on children's communication and language development. She is an excellent role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary. The childminder works very well with parents and outside agencies to help children catch up quickly in their learning, if needed. For example, she uses basic sign language to support language development.
- Children are cared for in a safe and secure environment. The childminder is vigilant. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is highly experienced and fully understands the signs that may indicate a child is at risk of harm. She is confident in her ability to identify and report concerns to other agencies, if required. The childminder ensures that safeguarding and children's welfare are paramount. She carefully considers the planning of activities to ensure the safety of all children. The childminder risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards.

## Setting details

<b>Unique reference number</b>	EY276413
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137985
<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 9
<b>Total number of places</b>	11
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	18 April 2016

## Information about this early years setting

The childminder registered in 2003. She lives in Elm Park, in the London Borough of Havering. She operates her service all week, throughout the year. The childminder works with two co-childminders and one assistant. The childminder provides free early education for children age two years.

## Information about this inspection

### Inspector

Claire Nunn

### Inspection activities

- The inspector observed activities and learning experiences available to children, inside and outdoors.
- The inspector observed interactions between children and the childminder, and spoke to children as they played.
- The inspector sampled documentation, including children's learning records.
- The inspector took into consideration parents' written views.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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