

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel happy, safe and secure in this relaxed and welcoming setting. The childminder shows children lots of affection and this supports their self-confidence. Children play happily together and behave extremely well. The childminder has high expectations around children's behaviour. She has clear house rules in place which help children meet those expectations. Children eagerly tidy up when asked and know to say please and thank you and sit at the table ready to eat.

The childminder is very aware of hygiene routines. She is taking effective action to keep children healthy. She reminds children to wash their hands regularly. She talks to them about the correct way to do this and has posters by the sink to help demonstrate. The childminder talks to the children about when to wash hands, such as after touching the dog.

Parents share how happy they are with their children's care. They say how open the childminder is to feedback. Parents report that she promotes respect and encourages good behaviour. Children benefit from visits to other settings, such as to toddler groups and the park. The childminder plans this as part of offering children wider learning opportunities.

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

- Children play and explore very confidently. They politely greet visitors at the door, then quickly settle down to play. They use their imagination to create a story about superheroes. Children chat to the inspector, asking for help when 'Spiderman' falls off his bike. They show very high levels of confidence in the presence of a stranger.
- Children are highly motivated to succeed. They persevere with jigsaw puzzles and share and cooperate to help each other. They talk about how many pieces they have left to find. The childminder sits down with them to help count and find the missing pieces. Children continue to try and do not give up when they encounter obstacles.
- Children develop good vocabulary. They are confident talkers and experience lots of language in the setting. The childminder talks to them all the time. She uses her knowledge of their past experiences to help them recall events, such as singing 'Baby Shark' at the toddler group. The children love the songs and stories the childminder sings and reads with them. She uses facial expression, tone of voice and body language to make the stories come to life. The children listen rapturously and are really engaged in the activity.
- The childminder talks to children about respecting people who are different to themselves. When they are on trips into the local community she answers questions about the people they see. The childminder plans activities based on

different festivals, for example, making cards for Chinese New Year and Valentine's Day.

- The childminder is undertaking a course on leadership and management to support her professional development. She has good knowledge of the early years foundation stage and uses this to create and plan her curriculum. The childminder labels photographs of the children at play with areas of learning. This helps to share information with parents. But it is not always clear how the identified learning is happening. For example, a photograph showing a one-year-old using a paintbrush has literacy and five other areas of learning identified. This suggests the childminder's ability to assess learning is weak. As a result, she is unable to plan effective learning experiences based on her observations.
- The childminder observes children as they play and assesses their individual stage of development. However, she does not always use this information effectively to plan activities that focus on the skills children need to learn next.
- The childminder reviews children's progress when they are between the ages of two and three. She identifies when progress is lower than expected. However, the childminder does not fully maximise opportunities to share key information with parents about their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role in protecting children. She knows the signs and symptoms of possible abuse and the action to take should she be concerned. The childminder is aware of the dangers of children being exposed to extreme views leading to radicalisation and how this can be recognised. The childminder has used her professional knowledge well to produce documentation, such as a leaflet for parents about internet safety. The childminder uses appropriate knowledge and written guidance to support safe food practices. She ensures her home is safe and secure for children to use.

What does the setting need to do to improve?

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

- use information from assessments to focus more precisely on the skills children need to learn next
- strengthen information shared with parents so they have a greater understanding of their children's stages of development.

Setting details

Unique reference number	EY320525
Local authority	Havering
Inspection number	10137994
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 February 2016

Information about this early years setting

The childminder registered in 2006. She lives in Collier Row, in Romford, Essex. She operates her service each weekday all year round, from 7am to 6.30pm. The childminder can receive funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Beverly Hallett

Inspection activities

- The inspector viewed areas of the home used for childminding.
- Discussions were held with the childminder on how she supports children's learning and reflects on her practice.
- Children were observed playing independently and with the childminder.
- The inspector spoke to the children.
- Paediatric first-aid qualifications, insurance certificates and food hygiene records were checked.
- The inspector tracked children's progress and viewed their learning and development records.
- Written comments from parents were taken into account.

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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