

Childminder report

Inspection date:

26 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an exceedingly warm, welcoming and homely environment where children settle quickly and feel secure. Children establish excellent relationships with the childminder. They are confident and independent learners and display high levels of emotional well-being during play. The extremely experienced and well-qualified childminder has a superb understanding of how young children learn. She plans highly stimulating activities and creates a vibrant learning environment which successfully promotes all areas of learning. Children have many opportunities to mix with other people they enjoy daily outings to playgroups, parks and forests. This helps them to have a deeper understanding of the wider world. The impact of the curriculum on what children know, can remember and do is highly effective. This prepares them well the next stage in their learning and eventual move to school. Children show high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to the childminder as she shares familiar stories and rhymes. The childminder builds on what children already know. For example, to build upon the children's love of 'The Gruffalo' story, she took them on a 'Gruffalo trail' in the local forest. Older children can predict what happens next in a story and babies count and point to their body parts. Promotion of positive behaviour threads seamlessly through interactions with children. The childminder uses praise effectively, and sensitively helps children to understand and develop their skills in sharing and taking turns. As a result, children are kind and extremely polite. Older children and have empathy towards younger children and show concern when they are upset.

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

- Children are happy content and persevere when they are learning a new skill. They behave extremely well. The childminder creates a calm and reassuring environment she is in tune with the children's needs. For example, she takes swift action to soothe babies when they are upset by introducing baby classical music and giving them a cuddle. Children are highly motivated and are very eager to join in, share and cooperate with each other. Even the youngest of children show empathy towards each other. For example, one baby gently strokes another's face when she becomes upset.
- The childminder has a very confident and relaxed manner, and this helps children develop independence and feel comfortable. She regularly accesses other groups within the community. This ensures a wide range of experiences and social environments that promote understanding of people and communities are available to children.
- The childminder tunes into what children are thinking and uses each moment to extend their learning. For example, she introduces puppets as prompts when telling a familiar story. As a result, children eagerly join in using the puppets and

predict the next part the story. Accurate observations assessments are rigorous and shared in detail with parents, who work closely in supporting children's progress at home.

- The childminder has a particularly sharp focus on encouraging children's communication and language skills. Her high-level interactions support children to make exceptional progress. For example, she introduces new vocabulary, such as 'shadow', 'light', 'dark' and 'dim', when using a torch inside a den.
- The childminder's policies and procedures ensure children are kept safe. She is extremely cautious when children have food allergies. She follows precise care plans and ensures there is no possible chance of cross-contamination. Children understand the importance of good hygiene practices. For example, they regularly wash their hands.
- The childminder is keen to continually expand her knowledge and makes the best possible use of professional development opportunities to further support children in her care. For example, to give extra support to children who speak English as an additional language, she has recently completed baby signing course.
- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process where she learns about children's routines, background information, interests and their likes and dislikes. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.

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 safety of all children. The childminder risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards.

Setting details

Unique reference number	EY376491
Local authority	Havering
Inspection number	10137990
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2008 and lives in Upminster, in the London Borough of Havering. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Nunn

Inspection activities

- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The inspector explored a sample of the childminder's documentation, including policies and procedures, and training certificates.
- The inspector observed children as they played and took part in daily routines.
- The inspector considered the written statements given by parents.

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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