

# Childminder report

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Inspection date: 25 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at the childminder's welcoming home. They show a sense of belonging as they greet the childminder and confidently find their name cards to register their arrival. Children settle quickly when their parents leave and are eager to explore the exciting range of resources. They are self-assured as they make choices and display very positive attitudes to learning. For instance, toddlers are interested in the colourful water-spray bottles. They are curious as they examine these and watch intently as the childminder demonstrates how they work. Children show perseverance as they try them out for themselves. They beam with pride and delight when they manage to spray the water and have fun practising this new skill.

Children develop strong and affectionate bonds with the childminder and her family. They show they feel safe and emotionally secure as they snuggle on the childminder's lap for a story or invite her children to join their games. The childminder has high expectations for children. She supports them to become confident and independent. For example, they learn to pour their own drinks and help to peel and slice the fruit for their snacks. Children respond positively to the childminder's gentle guidance and their behaviour is good.

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

- The childminder is professional and well organised in her approach to childminding. She regularly seeks feedback from parents to ensure that they are happy with her service. Parents praise all aspects of the childminder's provision and say that their children 'feel like one of the family'.
- Partnerships with parents are very important to the childminder. She keeps them well informed of children's daily care and learning by talking to them and providing photographs and written diaries. The childminder encourages parents to share in their children's learning. For example, children take home bean seedlings that they have planted with the childminder. Parents help children to care for these and measure them as they grow. The childminder involves parents in her regular assessments of children's learning to gain a thorough understanding of their development.
- The curriculum for children is thoughtfully planned to promote all areas of their learning. The childminder identifies where she can help to close any possible gaps in children's learning or experiences. For instance, where children do not have access to 'messy play' at home, the childminder provides it in abundance. This enhances children's sensory and creative development.
- The childminder skilfully supports children's language development. For example, she introduces the names of the animals as children play with a toy farm. The childminder encourages children to recall this new vocabulary as they

sing songs and play with animal puppets. She repeats words to help children learn the correct way to say them. Children's speech develops rapidly and they become confident communicators.

- Children are eager and active learners. They confidently explore the resources and are willing to attempt challenging tasks. For instance, toddlers try fitting letters into envelopes. The childminder encourages them and tries to extend their learning, such as by introducing mathematical language. However, she does not always recognise when to leave children to explore experiences independently and develop their own ideas and solutions.
- The childminder ensures that she keeps up to date with mandatory training, such as paediatric first aid. She also looks for other ways to enhance her professional development, such as through webinars and childminder meetings. The childminder uses new ideas and information effectively to improve her provision. For example, she has introduced high-visibility jackets for children to help keep them even safer when on outings.
- The childminder ensures that the food she provides for children is balanced and healthy. She grows vegetables in her garden with them to encourage healthy eating. Children have daily access to outdoor play, either in the childminder's garden or on outings. This supports their physical health and well-being. The childminder knows how to support children's independence well to help prepare them for starting school. For example, she teaches children to wash their hands and eat independently.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure her safeguarding knowledge is thorough and up to date. She knows how to identify the signs of possible abuse and report any concerns about children's welfare. This includes issues such as the risks of radicalisation and online abuse. The childminder is confident about the procedures to follow should there be an allegation made against herself or a member of her household. She thoroughly checks her home to ensure it is safe for children. She takes appropriate action to minimise any potential risks and keep children safe in her care.

## **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 for children to explore experiences in their own ways and develop their own ideas and solutions.

## Setting details

<b>Unique reference number</b>	EY558901
<b>Local authority</b>	Havering
<b>Inspection number</b>	10190461
<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 at time of inspection</b>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She operates her childminding service all day from Monday to Thursday, throughout most of the year.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The childminder and the inspector looked around the areas of the childminder's home used for childminding. They discussed how she organises the environment and the educational programmes.
- The inspector observed the childminder interacting with children during care routines and play activities. She evaluated the impact this has on their learning and well-being.
- The inspector took account of parents' views from their comments and written feedback.
- A sample of documentation was reviewed by the inspector, including safeguarding procedures, training certificates and suitability checks for adults in the household.

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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