

Childminder report

Inspection date: 26 November 2021

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

What is it like to attend this early years setting?

The provision is good

Children settle quickly in the childminder's warm and nurturing environment. They feel immensely safe and at ease in her home. Children eagerly include the childminder in their imaginative play and snuggle beside her for stories. They understand the high expectations the childminder has for them. Children respond positively to her gentle guidance and quickly learn about the behaviours expected of them. Children behave well and show kindness and respect towards others. Children speak enthusiastically about the cultural events they enjoy, such as Halloween and Christmas. They show an interest in the diverse ways other people live. For example, they look at a book and discuss different foods people eat and how people's homes differ.

Children develop good communication skills and confidently articulate what they know. They learn to recognise and talk about their feelings and emotions. For example, they use play dough to create faces with different expressions and explain why the characters might feel happy or sad. Children develop a positive approach to healthy eating. They relish their healthy meals and are happy to taste unfamiliar fruits at snack time. Children learn about good oral hygiene. They enjoy looking at books which teach them about brushing their teeth and avoiding sugary foods.

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

- The childminder is well qualified and experienced. She constantly reflects on her practice, to ensure children are well cared for and thoroughly enjoy their time with her. For instance, she carefully plans the outdoor area, to reflect the needs and interests of the children. This enhances children's learning outdoors.
- Parents comment that their children 'absolutely love' attending the childminder's setting. They are happy with the care and education she provides and recognise the good progress their children make.
- Children benefit from an interesting and well-balanced curriculum to prepare them for nursery or school. For instance, the childminder provides activities such as painting and threading. These develop children's coordination and strengthen the muscles in their hands, which helps to prepare them for learning to write.
- The childminder supports children's communication skills well. She regularly looks at books with them and introduces words during activities, to help broaden their vocabularies. Children confidently use new language. For instance, they describe the 'scary pumpkins and vampires' they made for Halloween.
- The childminder plans suitably challenging activities and, generally, teaches children well. However, sometimes plans to support children's creativity are not as effective as other areas of the curriculum. She focuses too much on the outcomes from activities, such as whether children can reproduce a picture in a

specific way, rather than on the process to develop new skills. Therefore, children do not always learn what she wants them to.

- The childminder does not always encourage children to work out problems and often steps in too quickly to help them. For example, during a collage activity some of the items fall off the children's pictures. The childminder quickly adds more glue to the paper, rather than supporting the children to find their own solutions.
- Children are eager to learn. They concentrate well on activities that they choose, such as when completing puzzles or discovering how to create 'pasta' using a 'play dough machine'. Children show energy and enthusiasm in their imaginative role play. They make links with their own lives as they pretend to prepare food and care for dolls.
- Children enjoy games and activities that the childminder initiates. They listen carefully to instructions and patiently take turns to roll dice. Children demonstrate attention to detail, as they identify the numerals on the dice and carefully count out the correct number of coloured bears.
- The childminder encourages children to become independent with their personal care. Children show satisfaction as they complete tasks, such as putting on their coats and shoes by themselves. They proudly announce, 'I can do it by myself' as they fasten the zips on their jackets.
- Children learn good hygiene routines. They wash their hands thoroughly at appropriate times and use tissues independently to wipe their noses.
- The childminder knows how to promote healthy lifestyles for children. Children regularly play outdoors in the childminder's garden. They say they enjoy using the large apparatus, such as the see-saw. This vigorous exercise helps them to strengthen their large-muscle movements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to maintain a secure understanding of safeguarding issues. This includes matters such as the risks to children from extreme views and online abuse. She knows the signs of abuse and neglect and the procedures to follow, should she have any concerns about a child's welfare. The childminder knows what to do if there are concerns or allegations made about her or a member of her household. She uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- improve teaching to focus more sharply on the skills children need to learn next, rather than on the outcomes of activities

- provide consistent support for children to explore problems and find their own solutions to challenges.

Setting details

Unique reference number	EY563444
Local authority	Havering
Inspection number	10191288
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	3 to 8
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Havering. She works from Monday to Friday, providing care, all day, throughout most of the year. The childminder holds an early years qualification at level 2. She receives funding to provide free early education for children aged four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding, they discussed the curriculum and how the provision is organised.
- The inspector observed a range of learning experiences, she evaluated the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback and spoke to children about experiences with the childminder.
- A range of documents, including the childminder's paediatric first-aid certificate and safeguarding policies were reviewed by the inspector.

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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