

# Childminder report

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Inspection date:

17 November 2021

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<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision requires improvement

Children are visibly happy, confident and secure in the childminder's safe and welcoming home. They play with activities that interest them and are keen to participate. Children concentrate well during their play. The childminder has high expectations of what children can do. She successfully plans activities to challenge and extend their learning. For instance, pre-school aged children learn the names of shapes and the vocabulary to describe them, such as when the childminder talks about the shape's 'sides' and 'points'. Children develop their language and mathematical skills well.

Children develop high levels of self-esteem. The childminder skilfully praises children when they do something well and they are visibly proud of their achievements. Children behave well. They cooperate well with others while they play and know to seek help from the childminder if they need support in their play. The childminder is responsive to children's needs. She knows when to assist and when to allow children to do things for themselves, to help them develop their independence. Although the childminder cares for children well, she does not hold a valid paediatric first-aid qualification, as required. This is a breach of the statutory requirements. Despite this, the childminder knows how to administer first aid if a child has a serious accident or injury, therefore, the risk to children is significantly reduced.

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

- The childminder has failed to meet her statutory duty to ensure that she always holds a current paediatric first-aid qualification. She has not planned her mandatory training programme well and an oversight has led to a lapse in her qualification. However, the childminder has made some improvements to her professional development opportunities. For instance, she has completed online training to help her broaden her safeguarding knowledge and learn more about how to teach children about diversity.
- The childminder has acted on feedback given at the last inspection to improve the quality of education for children to a good level. For example, she has successfully developed her assessment procedures to ensure that she knows what children can do and what their next steps in learning are. The childminder plans activities well to help children achieve what they need to learn next. Children make good progress in all areas of learning.
- Children benefit from the childminder's effective partnerships with parents. The childminder regularly shares information with parents. For example, she keeps parents up to date about the progress their children make in their learning and their care routines. The childminder informs parents of their child's next steps in learning and how they can support this at home to help provide a consistent

approach.

- The childminder forms secure attachments with children. She is friendly, caring and approachable, and supports the children's emotional needs well.
- Children learn to be responsible. The childminder teaches children about how to keep the area they play in safe. For instance, she encourages them to put toys away when they finish playing with them, to remove any trip hazards. Children willingly help to tidy up and enjoy the sense of responsibility.
- The childminder provides children with good opportunities to learn about healthy lifestyles. For example, she provides children with nutritious, balanced meals and encourages them to make healthy choices. Children are physically active, such as during outings to the park and while using climbing equipment, to help support their health and physical development.
- Children develop their social skills well. The childminder regularly takes children on local outings, such as to playgroups, to help them to learn how to share and play confidently with others.
- Overall, the childminder supports older children's early literacy skills well. She provides good opportunities for them to make marks and to practise their pencil grip in readiness for their move on to school. Children learn the letters in their name and how to form them. However, the childminder has scope to strengthen how she teaches early reading skills. For instance, at times, she does not correctly pronounce the sounds that the letters make, to aid children's understanding of letters and sounds further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding duties and how to maintain children's welfare. She ensures that her home is a safe place for children to play in. For instance, she completes regular risk assessments to help her to recognise and remove any hazards. The childminder knows what the possible signs are that may indicate a child is at risk of harm and how to report her concerns. She is aware of the 'Prevent' duty guidance and understands the possible signs that may show a child is at risk of radicalisation.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
complete a relevant first-aid qualification that includes caring for young children and babies, and maintain this consistently.	28/02/2022

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

- strengthen the teaching of literacy to help enhance children's development in their early reading skills.

## Setting details

<b>Unique reference number</b>	EY371636
<b>Local authority</b>	Havering
<b>Inspection number</b>	10087098
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	28 November 2018

## Information about this early years setting

The childminder registered in 2008 and lives in Hornchurch, in the London Borough of Havering. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family and bank holidays. The childminder provides early funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Anneka Mundy

### 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 took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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  
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Manchester  
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