

# Childminder report

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Inspection date:

24 February 2022

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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	Not Met (with actions)

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

### **The provision requires improvement**

Children have a close relationship with the childminder. They seek her company and turn to her for comfort if they feel tired or shy. This shows that they feel very safe and secure in her care. Children include the childminder in the imaginative play. They pretend to make a cup of tea or a meal for her and giggle with pleasure when she joins in with their games. Children know where to find their favourite toys and confidently make choices about their play.

Children respond positively to the childminder's high expectations. They listen to her and follow instructions, such as when it is time to wash their hands before they have a snack. They take care of the resources and help to tidy up when they have finished playing. Children look forward to listening to stories with the childminder. They look closely at the pictures and point out the things that they recognise. Children show delight when the childminder substitutes their own names for the characters in a book. This helps to keep them excited and engaged.

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

- The childminder has not maintained a valid paediatric first-aid certificate. This is a breach of the registration requirements. However, she has taken action to ensure this does not have an impact on children's safety. She has booked onto a suitable course and has completed interim 'essential safeguarding' training, to refresh her knowledge. The childminder demonstrates a comprehensive understanding of how to administer first aid to children in a range of emergency situations.
- The childminder evaluates some areas of her provision. For instance, she reviews the resources for children to ensure that they reflect their interests. However, she does not review her training needs effectively, to ensure that mandatory training is kept up to date.
- The childminder provides an ambitious curriculum for children. She ensures that they have a rich range of experiences, which strengthens their understanding of the world and enhances their learning. Children attend swimming and ballet lessons with the childminder, which helps to develop their physical strength and well-being. They enjoy observing and stroking the childminder's pet rabbits and cat. This helps them to learn about living things and to be kind and gentle.
- The childminder considers the children's individual interests in the activities and reflects these in the resources that she provides. For instance, children enjoy filling and emptying containers. Therefore, the childminder provides boxes and wooden shapes, so that they can practise this. She encourages them to try posting the shapes through smaller holes. This helps children to strengthen their physical control and coordination.
- Children enjoy their learning. They demonstrate curiosity as they explore how to

operate a toy cooker and concentrate when sorting and matching shapes. They understand the boundaries in the setting and behave well.

- The childminder understands that it is important for children to speak confidently and know lots of words, to support their overall progress. She ensures that she speaks clearly and introduces new vocabulary to children as they play. Children show that they are remembering these new words, as they repeat them during role play and when looking at books.
- Children engage in pretend play, they enjoy songs and make marks on paper with pens. However, the childminder does not implement her curriculum consistently to develop all aspects of expressive arts. Children do not have as many opportunities to explore a wider range of media, material or textures, so that they can express their creativity in different ways.
- The childminder forms effective partnerships with parents. She ensures a good exchange of information to support the children's care and learning. Parents give positive feedback on the childminder's service. They comment that the childminder 'always puts the children first' and describe how their children progress in 'leaps and bounds'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of wider safeguarding issues, such as the risks of online abuse or radicalisation. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder has strengthened her understanding of risk assessments since the last inspection. She checks her home and garden each day, to remove or minimise any potential hazards.

## 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 and maintain a valid paediatric first-aid qualification.	04/04/2022

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

- strengthen self-evaluation, especially relating to training and professional development, to ensure that there are no further breaches in registration

requirements

- develop further the curriculum for expressive arts and design, to support children's imaginations and creativity.

## Setting details

<b>Unique reference number</b>	EY275629
<b>Local authority</b>	Havering
<b>Inspection number</b>	10193801
<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>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 April 2019

## Information about this early years setting

The childminder registered in 2004. She lives in Romford in the London Borough of Havering. She operates her service all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and inspector had discussions at relevant points throughout the inspection.
- The inspector took account of parents' views from their written feedback, she also spoke to children and considered their views and experiences.
- A range of the childminder's documents was reviewed, including information about children and risk assessments.
- The childminder showed the inspector around the areas of her home used for childminding and explained her learning programmes for children.

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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