

Childminder report

Inspection date: 2 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by the childminder. They participate in a welcome song at story time to greet their friends. Children are consistently provided with high-quality learning experiences. They are eager and active learners. Children are praised for their achievements, which helps to develop their self-esteem. The childminder ensures that there are plenty of opportunities in her home and outdoors for children to build on their physical skills and learn about the environment. She gives clear explanations and timely support to help children to understand and manage their emotions. Children learn to share, take turns and appreciate the different needs of others.

The childminder consistently interacts affectionately with children. Children have developed strong attachments with her and she fosters their personal development superbly. The childminder makes excellent use of all areas of her home and maximises opportunities for children to make independent choices. For example, she makes good use of her wide hallway to create an additional activity space which provides a quieter area for children to play if required. She carefully considers each child's individual requirements and patiently involves them in the daily routine. She talks to children about what they are doing and gives them the vocabulary they need for tasks such as dressing and tending to their personal hygiene. This supports children's growing independence and confidence. Children are happy, content and ready to learn.

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

- Children enjoy a wide range of experiences inside and outside the home. For example, children regularly enjoy outings to local parks and playgroups. This gives them opportunities to socialise with other children and learn about communities other than their own.
- The childminder knows the children she cares for very well and she forms exceptional bonds with them. She confidently talks about what individual children like to do and how they learn best. The childminder considers the dynamics between the children in her care. For example, she organises her setting to respond to children's different needs on different days. This helps to promote a learning environment for all children.
- The childminder has developed an inclusive curriculum which supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The childminder helps children to express themselves in a variety of ways, including using visual prompts to ensure that they can communicate their needs. Children show wonder and delight as they listen intently to the childminder as she reads stories. Children are independent learners and all children develop excellent literacy,

communication and language skills to the best of their individual ability.

- Children learn the childminder's 'golden rules'. She expects children to show kindness and play cooperatively with their friends. From an early age, children learn to care about others and the toys they play with. The childminder models the calm and gentle behaviour which she expects from children.
- The childminder promotes children's good health. Children learn to make healthy choices about their food. The childminder supports parents to ensure that children's packed lunches are nutritious. Children learn about the importance of cleaning their teeth every day.
- The childminder promotes diversity, inclusion and equality extremely well. She skilfully uses a range of resources, including books alongside age-appropriate explanations, to help children learn about those who may be different to themselves. Children learn about different celebrations, family backgrounds and the local community. This supports children to highly respect the views of others and be considerate.
- The childminder attends regular training to continuously develop her knowledge and skills. She implements new learning as soon as possible to ensure that she enhances all aspects of her setting. The childminder has recently employed an assistant to provide additional support. She has plans to develop a training programme to ensure that all children receive consistently high-quality teaching from all adults working with them.
- Parents describe the childminder as 'caring and nurturing'. They say that they are kept informed about their children's day and what they are learning. The childminder gives verbal and written feedback to parents. She provides them with information and advice about topics such as healthy eating, toilet training and oral health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of how to recognise and refer any concerns about children's welfare. She is knowledgeable about the signs and symptoms that may indicate a child is at risk of harm. The childminder understands her responsibility to ensure that her assistant receives the training required to promote children's safety. She keeps her knowledge up to date through a wide range of regular training sessions. The childminder supervises children as they play and supports them to understand how to stay safe. For example, she teaches children about road safety when they are on trips and outings. The childminder's home is clean, well maintained and safe for children to play.

What does the setting need to do to improve?

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

- develop a professional development programme for assistants to extend their skills and knowledge further.

Setting details

Unique reference number	EY428986
Local authority	Newham
Inspection number	10104764
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 October 2015

Information about this early years setting

The childminder registered in 2011 and lives in Canning Town, in the London Borough of Newham. She operates all year round from 8am to 6pm, Monday to Friday. Her working hours are flexible and she is happy to start earlier or finish later if required. The childminder works with an assistant. They both hold relevant qualifications at level 4.

Information about this inspection

Inspector

Trina Lynskey

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.
- A sample of relevant documentation was reviewed by the inspector. This included evidence of the childminder's and her assistant's suitability, policies and procedures and a record of the childminder's qualifications and training.
- The childminder showed the inspector the areas of the home that are used for childminding. The inspector viewed the range of equipment and resources available to children.
- The inspector discussed with the childminder how she delivers the requirements of the early years foundation stage.
- The inspector watched the childminder interacting with the children during care routines and play, indoors and outside.
- The childminder carried out a joint observation of an activity with the inspector and they evaluated children's learning and development.

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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