

# Childminder report

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Inspection date: 4 May 2022

<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	Outstanding

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

### **The provision is good**

Children are happy and safe with the childminder. She is attentive and responsive to their needs. They receive warm and nurturing care, which helps them to be confident and make good progress in their learning and development. Children move independently and with confidence in a well-resourced environment. The premises are clean and tidy and there is a strong focus on hygiene and cleanliness. For example, children are asked what they need to do before lunch. They respond by saying, 'Wash my hands.' This contributes to children developing good hygiene and self-care habits.

Children learn new words through listening to familiar stories and interactive reading. The childminder helps children to recall experiences and make links in what they know. For example, children see clouds in a book and run to the window to see the clouds outside in the sky. They talk about how they are high up in the sky and that they might feel fluffy. There is constant chatter between the childminder and children. She skilfully helps children develop their vocabulary, encouraging back-and-forth interactions.

There are high expectations of children's behaviour, with a strong focus on being kind and looking after each other. The childminder talks to children about feelings and emotions, helping them to think about the impact of their actions on others. This means that older children show consideration towards younger children and support them to access resources and take turns in their play. Shared rules help children to respect each other's ideas and views.

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

- There are well-planned resources, indoors and outdoors, which offer a stimulating learning environment for children. The childminder tracks children's progress and offers activities to support their next steps. For example, children manipulate play dough to develop and strengthen the muscles in their hands.
- Through sensitive encouragement, the childminder supports children to understand rules and boundaries. This creates a calm atmosphere in which children are happy and confident and demonstrate respect for their environment.
- There is a strong focus on celebrating differences and similarities. Children have access to diverse books which create opportunities for discussion and learning about different festivals and cultures. The childminder discusses differences in skin tones with children, helping them to make links with people they know.
- The childminder has a good understanding of how children learn and develop and supports this with the resources she offers. On occasion, some displays and resources are above children's eye level and reach.

- Children demonstrate a good level of engagement in their play. They make peas out of play dough and share them with the childminder, who praises and encourages their efforts. A mud kitchen in the garden helps children's sensory development using natural resources.
- A well-planned transition process helps new children settle in with ease. The childminder shares tips on potty training and behaviour with parents so there is consistency in the care children receive at home.
- Mealtimes are calm and quiet times for children. The childminder models expected behaviours and children know the routine well. On occasion, the childminder fails to support children's learning about healthy eating and where their food comes from.
- The childminder provides activities to support children's next steps. Books about potty training help children who are starting to show an awareness of their toileting needs. This could be further extended by providing more opportunities for children to do things for themselves.
- Children attend stay-and-play sessions in the community. This helps them to develop confidence in socialising with other children. Regular walks in the locality and to the park promote good walking habits and offer exercise to keep children healthy.
- Parents' feedback shows that they value the service they receive. They praise the childminder's trusting, caring and kind manner and that her setting is an enjoyable, exciting and safe place. They comment that handovers for children are 'informative' and 'helpful'.
- The childminder keeps up to date with developments in the early years by accessing training offered by the local authority. She is a member of childminder support groups, which helps her to keep up to date with developments in her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding processes and procedures. She confidently identifies the signs and symptoms of abuse and knows what to do if she has a safeguarding concern. She is able to clearly state her understanding of the 'Prevent' duty and of the prevention of female genital mutilation. The childminder carries out comprehensive risk assessments of her premises daily and has a fire extinguisher and first-aid kit in her kitchen. The premises are all clear of hazardous substances and there are child locks on the kitchen cupboards. Children take part in emergency evacuation procedures, which helps them to keep themselves safe.

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

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

- help children to manage challenges, such as being able to choose or find what they want to play with, to develop their problem-solving skills
- promote children's self-help skills by providing opportunities for them to do things for themselves.

## Setting details

<b>Unique reference number</b>	EY473221
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137997
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	21 July 2016

## Information about this early years setting

The childminder registered in 2014. She lives in Romford, in the London Borough of Havering. The childminder cares for children from Monday to Friday and is available all day. She operates all year round, except for family holidays. The childminder holds a suitable qualification in childcare at level 2.

## Information about this inspection

### Inspector

Rehema Essop

### 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 provider.
- The childminder took the inspector on a learning walk of her provision and explained her approach to learning.
- A leadership discussion was held with the childminder.
- The inspector gathered some views from parents about the childminder and her provision.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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