

Childminder report

Inspection date: 16 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a gentle approach and is warm and caring towards children. Children build strong relationships with her. They arrive happy and settle quickly into the routine of the day. This helps them to feel safe and secure. Children sit closely to the childminder to enjoy cuddles and comfort when needed, and they receive warm interactions in response. Children's behaviour is very good. They listen and respond well to the childminder. Children follow the guidance that the childminder gives. They welcome the praise and recognition which they receive.

Children enjoy helping to select what they would like to eat, such as for breakfast on arrival. They have a hands-on experience to shop for foods with the childminder. Children help to prepare their meals and snacks under the childminder's guidance. They enjoy looking at the broad range of books on offer, sharing these with the childminder. Children have varied activities daily, which are carefully planned and provided based on their interests. The childminder plans activities to support children's ongoing progress. For example, children have opportunities to build a tower out of blocks. They explore using creative materials to make butterfly masks, which reflect the butterflies they have seen in the butterfly park.

Children develop their physical skills. They regularly visit the local parks and forest school to practise their running, manoeuvring, climbing and balancing skills. Overall, children develop their independence, such as using hand sanitiser and putting on their own shoes. Children learn the skills which they need to make progress in preparation for their eventual move on to school.

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

- The childminder has a good awareness of what she wants children to learn. She knows how she will help children to move forward in their stages in learning. The childminder uses the information from her observations and assessments of children's progress, together with the interests that children show, to help her plan appropriately to meet their learning needs.
- The childminder models language and communication well. She uses clear speech and sentence structure. The childminder provides ample time for children to think about what she says and respond to her. She routinely introduces new words and repeats familiar words. The childminder uses descriptive words that link in with the activities the children are engaged in. This helps to broaden their vocabulary and understanding.
- Children have opportunities to learn about the world around them. The childminder takes them to lots of exciting places to enjoy new experiences and build on their existing experiences. Children visit the post office and send

pictures that they have created to their home address. They visit the library for storytelling and rhyme sessions. Children attend the local stay-and-play sessions, where they build new relationships with children of similar age. This helps them get used to being in larger groups with others.

- The childminder helps children to understand and respect the similarities and differences in others in the wider community. She uses a range of good-quality books and resources, and the celebration of different festivals, to help children understand other cultures and customs. Children learn through trying various cultural foods and happily dress up in different cultural outfits.
- Since the last inspection, the childminder has taken steps to support children's understanding about their own personal safety. For example, children learn about road safety when out in the community. They learn to recognise the meaning of the different traffic signals for safe crossings. The childminder supports children to take risks safely, such as learning to climb trees and rope ladders under her supervision and guidance.
- Children become independent from a young age. They learn to feed themselves, use the toilet independently and make selections in their own play. However, the childminder does not extend children's independence in some areas. For example, children do not have access to age-appropriate tools to complete tasks for themselves with ease. For instance, the childminder provides knives which are too big for children to butter their toast.
- The childminder engages with parents daily and exchanges information regarding their child's care and learning regularly. However, her initial interactions with parents when children first start are not well developed. The childminder does not engage effectively with parents, to promote children's learning and development from the outset.
- Children develop a good understanding of self-care. For example, they use the props and books well with the childminder when they talk about how to care for their teeth and their planned visit to the dentist.
- The childminder makes good use of children's photos that link to their outings in the community and experiences in the setting. This allows children to re-tell their experiences and for the childminder to assess what they have learned from their discussions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children in her care. She demonstrates that she has a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse. The childminder has a secure understanding of the local procedures to follow in the event of concerns about the welfare of children. She knows the procedures to follow if an allegation is made against her or a member of the household. The childminder keeps the required documentation up to date, contributing to the protection of children's welfare. The childminder and her husband, who is her assistant, have undertaken safeguarding training in the past year. This ensures that they continue to be updated with current procedures.

The childminder makes routine checks in her home. She risk assesses outings and uses safe routes to support children's safety.

What does the setting need to do to improve?

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

- extend children's independence and self-help skills, such as providing age-appropriate tools, so that children can develop better control and undertake tasks with more ease
- build on partnerships with parents to plan more effectively for children's learning and development from the start.

Setting details

Unique reference number	118653
Local authority	Havering
Inspection number	10217638
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	2 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 1999 and lives in Rainham in the London Borough of Havering. She offers childcare all day, from Monday to Friday for most of the year. The childminder is registered to provide funded early education for children aged two, three and four years. She occasionally works with an assistant.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The was the first routine inspection the provider 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 inspector spoke to the childminder about children, and the activities she plans and provides.
- The inspector observed the interaction between the childminder and parents.
- The inspector observed the childminder interactions and activities with the children.
- The inspector engaged with the childminder and children when appropriate during the inspection.
- The inspector looked at all areas used by children within the setting.

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
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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