

Childminder report

Inspection date: 24 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are visibly happy and enjoy their time at the childminder's secure, safe and stimulating setting. They are warmly welcomed by the childminder and her assistants. The childminder and her assistants are approachable, caring and sensitive to each child's individual care and emotional needs. Children form strong bonds with the adults who care for them.

The childminder has high expectations of what children can achieve. She has a clear vision for what she wants children to learn and this is shared effectively with her assistants. The childminder's curriculum has a clear focus on helping children to develop their independence, communication and social skills. She plans her curriculum well and successfully helps children to be prepared for the next steps in their learning, including for school. For instance, older children practise their counting skills and learn to write their name. They use tools with control, such as during threading activities, and develop their fine-motor skills well. Younger children explore construction activities and enjoy playing with blocks. They use their hand muscles well to join pieces together and create a structure. They learn to name the colours and the different shapes of objects they see in the environment.

Children are focused learners and behave well. They are keen to do things for themselves and willingly join in with daily routines. For instance, they readily help to tidy up after snack time and learn how to take off and put on their shoes. They learn to look after resources with care and know how to store them away after use, so that they do not get damaged or lost. Children know what is expected of them.

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

- Partnerships with parents are very strong. The childminder is passionate about her role and works conscientiously with parents to support children. She shares guidance and advice with parents about how to support their children's learning at home to help establish a consistent approach. For instance, the childminder has shared resources with parents to use at home with their children, such as visual-aid prompts, to help further support children who have delays in their communication and language.
- The childminder knows the children in her care well. She accurately assesses what they are able to do and plans relevant, age-appropriate activities to further support their learning.
- Children are very independent. The childminder and her assistants skilfully support children to do things for themselves, giving them time and encouragement to keep trying. The childminder offers praise when children achieve something and successfully supports children's growing self-esteem.

- The childminder provides children with a varied range of interesting learning opportunities which engage and excite them. Children enjoy learning about nature and living things. For instance, they learn about the life cycle of a caterpillar while looking after caterpillars at the childminder's setting. They learn how to use words like 'cocoon' in context and develop their understanding of the world very well.
- Children develop their physical skills well. For instance, they skilfully balance and climb on the slide in the garden. They eat balanced and nutritious meals and learn about healthy lifestyles.
- The childminder supports children's communication skills effectively. She and her assistants regularly sing songs and model language during activities. Younger children begin to say words in rhymes and join in. They develop their vocabulary and understand what words mean. Older children are confident communicators and can explain themselves clearly. However, there is scope for the childminder to increase the opportunities children have to use their home languages in their play and learning to further aid their good language development.
- Children have good opportunities to learn about diversity. The childminder reads books that reflect different cultures and backgrounds and helps children to understand others' similarities and differences. Children learn to respect others.
- The childminder seeks many opportunities for professional development. She also monitors and supports her assistants well to help develop their practice and skills. The childminder evaluates her setting well and involves others, such as parents, in this process. She identifies the strengths and any areas that need improvement to help maintain good quality education and experiences for children.
- The childminder supports children with special educational needs and/or disabilities and those with delays in their learning effectively. She forms successful partnership working with parents and other agencies to help ensure children's individual care and learning needs are met. All children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their safeguarding duties. They know how to maintain children's safety and well-being. They understand the possible signs that may indicate a child is at risk of harm or neglect and know how to report their concerns. The childminder implements effective procedures to keep children safe. For example, she ensures assistants have been vetted, to confirm they are able to work with children. The premises are safe and secure. The childminder completes effective risk assessments of the setting to help recognise and remove any potential risk to children.

What does the setting need to do to improve?

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

- develop opportunities for children to use their home language in their play and learning to further extend their good language development.

Setting details

Unique reference number	2548363
Local authority	Havering
Inspection number	10232024
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 6
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Havering Park, in the London Borough of Havering. The childminder operates each weekday from 8am until 6pm, all year round. She works with assistants. The childminder holds a suitable early years qualification at level 3 and one of her assistants holds a suitable early years qualification at degree level. The childminder provides funded early education for two, three and four year olds.

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 the 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
Store Street
Manchester
M1 2WD

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