

# Childminder report

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Inspection date: 10 August 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	Not applicable

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

### **The provision is good**

Children are happy and settled at this warm and inviting setting. They form close bonds with the childminder and her assistants. Children confidently seek adults for support and reassurance, or to proudly show their achievements. Children thrive on the praise and encouragement, becoming independent learners.

Behaviour is good. Staff act as role models for sharing, turn-taking and respecting others. The childminder has created an effective behaviour management system. Children have access to 'calm corners' and areas for self-reflection, both indoors and outside. Older children show care and concern for the younger children. They enjoy the responsibility of looking out for others and supporting them to access activities. As a result, environments stay calm and children learn to self-regulate.

Independence is encouraged at the setting. Children are supported from a young age to peel their oranges, take the lids of their yoghurts and wash their hands. Older children scrape their plates and take photos on the camera of their creations. Staff praise children for developing independence and challenge them further. Children learn to wash their faces, help set up beds and tidy up their play areas after use. As a result, children become respectful of their resources and environments.

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

- The childminder has created an environment rich in language. Recognising the impact of the pandemic on development, she has introduced 'communication boxes' for each child. Children can bring in items from home to share with others. The childminder is also trained in using signs alongside speech to support children. This has resulted in children developing their confidence and speech and language further.
- Routines and expectations are clear throughout the day. Children understand these and are keen to help adults. They feel secure in the consistent routines. As a result, transitions run smoothly and atmospheres remain calm. Instructions are clear and followed by all.
- Health and well-being are a high priority for children. The setting has a 'toothbrush station' where children are encouraged to brush their teeth daily. The childminder has also signed up to a local 'healthy living program' for ideas on promoting healthy living at the setting.
- Partnerships with parents are strong. Parents choose this setting over larger options due to the close support and high levels of activity choice. Parents report that communication is effective. They appreciate the regular information and photos of what their children have been enjoying that day.
- Community involvement is good. The childminder takes children on regular visits

to the local library. Each year, the children take part in summer reading challenges. This promotes an early love of reading. Children write letters to Santa and post in the local post box. Companies such as an African drumming group, 'River rodents' and the 'London fire brigade' have visited too.

- Children who speak English as an additional or dual language are well supported at the setting. The childminder has 'culture boxes' with costumes, books and information on different cultures. She adopts the all-inclusive attitude that everyone matters. As a result, children become respectful of others and confident to share their differences.
- Snack and mealtimes are social occasions for children. They enjoy sitting alongside friends, chatting about their home lives and opinions of foods. Staff sit with children and support or challenge them to be independent and engage in conversation. As a result, these times are calm and fun for all.
- Staff welfare is of high importance and they are well supported. The childminder recognises the importance of giving staff a 'voice'. Staff regularly make suggestions for further development of the setting. For example, they suggested a 'music wall' for the garden and a 'sensory shed'. Both are now under development. Staff report having regular access to worthwhile training.
- The childminder offers extensive play opportunities both indoors and outside. Staff follow children's leads and encourage imagination. Staff sometimes challenge children to think deeper. However, some planned activities are over-complicated which impedes on learning intentions. This results in children not always accessing the best possible learning opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount, and all staff including the childminder have a strong understanding of their responsibilities to keep children safe. Staff are highly confident in the process of reporting any concerns swiftly, and the safeguarding leads are clear on their responsibilities to act on these. All staff know the processes for reporting concerns beyond the setting. They are also highly conscious of the wider safeguarding aspects and possible signs to look out for. Fire safety processes are clear, and staff have clear risk assessments in place for all aspects of provision.

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

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

- focus more precisely on learning intentions, to enable children to understand and realise what is being taught.

## Setting details

<b>Unique reference number</b>	2552810
<b>Local authority</b>	Havering
<b>Inspection number</b>	10232048
<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 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Hornchurch in the London Borough of Havering. She operates Monday to Friday from 7am until 6pm, all year round except for bank holidays. The childminder works with three assistants. She holds an appropriate childcare qualification at level 6, and provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne Brown

### 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 setting and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint observation of an activity.
- The assistant childminders, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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