

Childminder report

Inspection date: 24 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this home-from-home learning environment and have a fantastic time while learning. They are confident in choosing the areas to play in as well as the activities and resources they would like to use. The childminder plans an effective and broad curriculum for all children. She is very energetic and curious when playing with the children. She models how to have fun while exploring and learning. Children discuss with lots of amusement what a clown with three mouths could do. While making the clown, using play dough, they wonder if one mouth drinks tea while the other one talks and the third one eats. They display excellent communication and social skills as they take turns and listen to one another.

Children are familiar with the learning environment and have build secure relationships with the childminder. Children independently move between the indoor and outdoor learning environments. They make sure that they have their shoes on as well as a sun hat and sun cream to protect themselves from the sun. Children are very independent and are looking out for one another to support or help if needed. They show resilience and a can-do attitude during their time with the childminder. As a result, children acquire skills that are necessary for their next stage in learning, such as moving on to school.

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

- The childminder has an in-depth knowledge about the children. She creates an exciting curriculum that sharply focuses on the children's interests and abilities. The childminder expertly adjusts her teaching and engagement in activities to the children's age and interest. She explores textures with the younger children and introduces new words to describe the textures for the older ones. Children are confident communicators and are incredibly motivated. They eagerly participate in a wide and exciting range of activities and guide much of their learning themselves.
- The childminder makes precise assessments of the children's development. She identified gaps in children's social and communication skills due to the COVID-19 pandemic. As a result, she put a plan in place to support children in those areas and they now excel in these. When exploring activities about space, children try to find out on which planets they could find plants. They discuss what is needed for plants to grow. Children enthusiastically discuss their ideas and become independent learners who negotiate resources with their friends.
- Children are extremely well supported with their healthy lifestyles. The childminder incorporates topics each day about health. They have interesting conversations about brushing teeth, where children eagerly discuss the different toothbrushes they can use. They also have access to fresh air each day to support their overall well-being. The childminder encourages children to eat

enough fruits and vegetables. For example, she asks children to keep a log throughout the day to see who eats the most.

- Children are extremely well supported to settle in and parents are fully involved in the process. This helps to build a great partnership with parents from the start. The childminder shares information with parents daily. She also ensures that she knows what children learn at other settings. This helps to provide continuity of care and builds on children's learning. Parents' written feedback comments on the childminder's commitment and role as an 'educator' for their children.
- The childminder commits to ensuring that children feel appreciated and valued. She aims for children to build a strong sense of identity in her care. Children see their work and pictures on the wall. There are also photo books to show children's previous activities, which they share regularly. The children also take turns in taking the setting's toy dinosaur home over the weekend. This helps children to learn about the different home environments and family life.
- The childminder has high ambitions for all children as well as for herself. She is very proactive to pursue excellence and progress in her profession. She networks with other early years professionals to help to evaluate and reflect on her own practice. This helps her to identify any areas that need development and find different ways to raise her practice to an even higher level. The childminder tries new ideas and implements any new knowledge she acquires through training effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of how to keep children safe in her care. She has an effective risk assessment in place and provides a safe and well-organised learning environment for children. Children learn about personal hygiene procedures, such as washing their hands regularly. This helps to minimise the spread of germs. The childminder recognises potential safeguarding issues. She regularly reviews her policies and procedures to ensure that she holds correct details and information. The childminder researches online and attends regular training to ensure that her knowledge is current and up to date. She has a clear understanding of the agencies she needs to contact should she have a concern about a child's safety and welfare.

Setting details

Unique reference number	EY481798
Local authority	Havering
Inspection number	10219873
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Romford, in the London Borough of Havering. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Anja Eribake

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 and the inspector had a learning walk together. The childminder showed and explained to the inspector the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- The inspector observed the childminder interacting with children and assessed the impact of the teaching on children's learning and development.
- The childminder spoke to the inspector about her professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including evidence of suitability checks and qualification certificates.
- The inspector took account of written references from parents.

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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