

# Childminder report

---

Inspection date:

6 September 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 settle happily in this homely environment. The childminder interacts warmly with children by giving lots of eye contact, and using a warm tone of voice. She values each child highly. Children have close, caring relationships with the childminder. Children engage readily with a wide choice of activities. For example, they learn good mathematics skills as they fill buckets with scoops of sand. The childminder teaches the children mathematical words, such as 'big and small', to compare different amounts of sand. Children develop good physical skills. They learn to climb up frames and balance on scooters. Children develop good small-muscle control, for instance, as they carefully move small beads around wire frames.

Children behave well. The childminder reminds children of acceptable ways to behave, such as being kind to others. Children have good sharing skills. For instance, the childminder teaches children how to share, as they play with building bricks. She uses praise well and children act in positive ways. Children learn to respect differences. The childminder provides traditional African clothes and stories for children to learn about different cultures. She discusses and celebrates a variety of special festivals, such as Eid and Diwali. The curriculum is varied and balanced. Children gain useful skills in preparation for school.

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

- The childminder offers wide-ranging and interesting tasks, toys and resources. She makes useful links to children's skills and interests in activities. They concentrate well and make good progress.
- Children have good communication and language skills. The childminder supports this effectively by reading stories and singing songs where children learn new words. She talks to children while they play and questions them effectively.
- Children gain good independence skills. For example, they learn to dress themselves and have good personal care routines. Children help to tidy up after play sessions. They enjoy choosing where they want to play because the childminder ensures that children can move freely between outdoor and indoor spaces.
- The childminder supports children's creative development well. Children enjoy using different tools and materials, such as chalk on boards and crayons on paper to create their own pictures. They show good creative skills as they make models from play dough.
- Children develop good musical skills. For example, the childminder shows children how to play a variety of instruments and children enjoy exploring the sounds they make. She sings songs from around the world to introduce them to

global music.

- The childminder has effective links with parents. They work in partnership to support the children's development, for example when toilet training. The childminder communicates with parents each day, in person or by telephone to keep them informed of children's progress.
- The childminder is committed to the development of her skills. She reads various early years articles and attends different courses to keep up to date on matters. For instance, she attended a course on how to keep children safe during heatwaves, which led to greater awareness.
- Children behave in safe ways. For instance, they wear helmets as they balance on scooters in the garden. The childminder teaches them about road safety and children act with care and caution while out on trips.
- The childminder helps children to gain understanding of good oral hygiene. She reads stories about dental hygiene and talks to children about how to keep their teeth and gums healthy. However, at times, children are given less healthy food options, and this does not consistently support children to make healthy choices around food.
- Generally, children have some understanding of the world. For instance, the childminder takes children out on walks and points out things in nature. However, this area has not been fully developed, particularly in relation to how things grow.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust approach to children's safety. She is familiar with signs and symptoms to be alert to that relate to possible abuse. The childminder understands the procedures to follow to report her concerns. She has knowledge of wider safeguarding issues, including being alert to the possibility that children could be at risk to female genital mutilation. The childminder is vigilant and has a secure understanding of things that might indicate that a child could be at risk in this area. She ensures that her knowledge is kept up to date by attending regular safeguarding training. The childminder checks her home each day to ensure that it is free from hazards and clean.

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

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

- consider ways to further develop children's understanding of the world, such as how things grow
- consistently provide meals, snacks and drinks that are nutritionally balanced and promote children's good health.

## Setting details

<b>Unique reference number</b>	2570975
<b>Local authority</b>	Havering
<b>Inspection number</b>	10239395
<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 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Rainham in the London Borough of Havering. The childminder provides care for children from Monday to Friday from 9am to 6.30pm all year round, except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years. The childminder holds early years teacher status.

## Information about this inspection

### Inspector

Jenny Beckles

### 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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022