

Childminder report

Inspection date: 3 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time with the kind and caring childminder. Children and parents are greeted with a warm welcome and the childminder gathers key information to support the children throughout the day. Children settle quickly and demonstrate that they feel safe and secure in her care.

Children are keen explorers; they are constantly engaged in their play and activities. They independently choose their resources and explore their environment confidently. They use their imagination and act out familiar experiences. For instance, children cuddle dolls and push them in pushchairs. Children take the lead in their play and follow their curiosity. For example, children show an interest in wheels and tip over pushchairs to explore the wheels by spinning them.

Children behave well. They are kind and caring towards each other and develop friendships from a young age. Children babble to each other and give each other toys during their play.

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

- The childminder plans engaging and stimulating activities to support young children to become secure in the prime areas of learning. She uses her knowledge of the children in her care to focus the curriculum on their next steps and interests. This has a positive impact on children's learning and development.
- The childminder supports young children to develop their language and communication skills. She uses signs, names objects clearly and role models language when commenting on their play. For example, when children babble or say single words, the childminder responds to what they are doing and repeats the words with the correct pronunciation.
- The childminder supports children through conflict situations. She speaks to children about unwanted behaviour and encourages turn taking. However, she does not address the children's emotions, so children do not fully understand their feelings or the impact their actions have on others.
- The childminder has books and resources to support teaching children about communities and cultures different to their own. However, the childminder does not extend this teaching to provide opportunities for younger children to learn about their own and other cultures.
- The childminder can recognise possible gaps in children's learning and development. She knows how to support parents and work with relevant agencies. This means that children who may have special educational needs and/or disabilities will receive the support needed.
- The childminder provides healthy meals, and children have access to fresh water

throughout the day. The childminder provides lots of opportunities for children to be physically active; they have access to a wide range of resources and they visit local play parks.

- The childminder always models good manners and she shows respect to the children by telling them what she is about to do. For example, the childminder tells children that she is going to put an apron on them and explains why.
- Children practise independence skills, such as feeding themselves and washing their hands and face. The childminder works closely with parents to support children with toilet training. These skills prepare children for when they go to school.
- The childminder continually reflects on ways that she can improve her provision. She attends online courses and prioritises time for independent reading to further develop her knowledge and support her role. The childminder keeps mandatory training, such as safeguarding and paediatric first aid, up to date to help keep children in her care safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe. She knows how to identify the signs and symptoms of abuse and she is confident to report any concerns she may have about a child in her care to the relevant safeguarding teams. The childminder keeps up to date with child protection information through the local authority and other child carers. The childminder is aware of a range of safeguarding issues, such as radicalisation. The childminder keeps her premises clean and safe, and she conducts daily risk assessments.

What does the setting need to do to improve?

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

- help children gain an understanding of their own feelings and the effect their behaviour may have on the feelings of others
- provide more opportunities for younger children to learn about their own and others' cultures and traditions, to support their understanding of diversity and the wider world.

Setting details

Unique reference number	EY396019
Local authority	Havering
Inspection number	10216063
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	29 October 2021

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Havering. The childminder provides care for children on Mondays, Tuesdays, Thursdays and Fridays, from 7.30am to 6pm, all year round.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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