

# Childminder report

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Inspection date: 14 October 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	Requires improvement

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

### The provision is good

The childminder's environment is calm, and homely, this helps children to feel happy and secure. Children demonstrate warm bonds with her and enjoy her reassuring cuddles. For instance, children willingly seek comfort from her when they are tired.

The childminder plans their day around familiar routines. This helps children to understand what their day will involve, and it has a positive impact on how well children settle. The childminder manages children's dietary needs and any medical conditions. This supports their sense of belonging and security.

The childminder is a good role model. She talks to children in a nice tone and encourages good behaviour through sharing and turn taking. She is very aware of the impact the COVID-19 pandemic had on some children. She takes the time to learn some techniques to assist her in supporting all children's emotional health. This has a positive impact on children's behaviour.

The childminder plans an ambitious curriculum. She understands the children and their next steps in education. For example, some children are developing their physical skills and she sets up activities to help them to gain more physical strength in this area. This supports the quality of education that children receive.

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

- The childminder uses a good range of interactive toys to try to engage children in activities. However, while some good experiences are available, children sometimes spend too much time focusing on the images and sounds from the television. The amount of screen time does not always enhance all children's concentration and listening skills.
- The childminder sings nursery rhymes and uses some single words with younger children as they play together with bubbles. She says 'pop' as bubbles are blown. She gives praise and encourages young children to reach out for them. This has a positive impact on young children's language skills.
- The childminder provides appropriate support for children who speak English as an additional language. The childminder gains information about children before they start. This includes gathering simple words in children's home languages from their parents. Overall, this benefits children's communication and language development.
- The childminder encourages children to develop a love of reading. Children comfortably sit with her as she reads to them. She talks to them about the images in the book. This has a positive impact on how children obtain knowledge and develop their understanding.

- The childminder supports children's understanding of early mathematical concepts. She interacts skilfully with children to help them to develop their counting skills. Children learn about numbers through playful activities and experiences.
- The childminder plans for children to have opportunities to access fresh air each day. For example, the children attend playgroups and regular park trips, where children can crawl, and walk and move in a range of different ways. The environment promotes children's physical development and opportunities to form friendships.
- The childminder makes good use of personal care routines. She uses these times to sing songs. Children enjoy this and respond positively. This supports children's personal development.
- The childminder is proactive in seeking relevant training. For example, she has continued her professional development with some online training aimed at improving her practice even further. This benefits the children in the setting.
- The childminder forms good relationships with the parents. She gathers information about their children before they start. She uses this information to begin to plan activities and experiences for the children. This supports all children to make good progress from their starting points with the childminder.
- Partnerships with parents are strong. Parents comment positively on the cleanliness of the childminder's home. They value the discussions they have with her. For example, tips and advice about sleep strategies for children. This promotes children's next steps in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands safeguarding policies and procedures and the 'Prevent' duty and completes regular safeguarding training. She knows how to identify any possible risks to children and who to report any concerns to. The childminder ensures that the environment is secure and safe. She always supervises children and supports them, so that they are safe on trips outdoors. She completes mandatory training, such as paediatric first aid to ensure key knowledge is up to date.

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

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

- limit background noise, such as from the television, to help children focus on tasks and further develop their listening and attention skills.

## Setting details

<b>Unique reference number</b>	EY371636
<b>Local authority</b>	Havering
<b>Inspection number</b>	10216782
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	17 November 2021

## Information about this early years setting

The childminder registered in 2008 and lives in Hornchurch, in the London Borough of Havering. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family and bank holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Anne-Marie Giffits-Walker

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a joint observation of an activity together.
- Parents' comments were viewed by the inspector during the inspection.
- The inspector reviewed documentation relevant to the inspection process.

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  
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Manchester  
M1 2WD

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