

Childminder report

Inspection date: 13 October 2022

Overall effectiveness	Outstanding
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 feel exceptionally happy in this welcoming and attentive environment. The childminder is passionate about children's language development. For instance, she skilfully uses children's interests in transport and vehicles to expand language, and she models attentive listening skills. The childminder develops meaningful parent partnerships and works closely with them. Parents comment on the wonderful range of experiences that are provided and the variety of information they receive daily about their child's learning and development. Children have a warm and nurturing relationship with the childminder, who understands and attends to their cues exceptionally well. As a result, they take comfort when they are tired or upset and instantly settle when the childminder attends to their needs.

The childminder has very high expectations for all children, including those with additional needs. She expertly uses information from her very precise and individual assessments to tailor learning to children's interests. The childminder and parents work together very closely with external professionals to provide excellent early intervention. This helps to ensure stability and continuity in children's learning and development. The childminder provides a range of rich learning experiences. For example, she takes the children on daily walks, and this helps children to develop a sense of belonging in their community.

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

- The childminder uses highly effective teaching skills to support children's communication development. She repeats what children say and introduces new vocabulary, such as 'rough' and 'fuzzy'. The childminder talks to children about what she is doing and, as a result, children are being exposed to language throughout the day.
- The childminder has built exceptional partnerships with parents and families. She works closely with them to ensure children are continuing their learning at home. Where required, she offers advice and practical support, advising parents about the effects of excessive use of the dummy on speech and language development, for example.
- The childminder teaches the children to manage risks safely when going out in the community. For example, children are supported with road safety awareness by taking local walks before going further. This ensures children learn how to be safe near roads through a well-planned curriculum.
- The childminder has an expert understanding of how to provide an appropriate curriculum for children leaving for school. She provides an environment where children can build their independence skills, such as accessing and using the toilet independently, taking part in turn-taking activities and building friendships.
- Children develop their language and communication skills through high-quality

interactions with the childminder. For example, when a child picks up a toy car, the childminder uses this as an opportunity to look closely at the uniqueness of the toy vehicle. She introduces new words, such as 'a big yellow dump truck', as they 'drive' the toy vehicles along the rug.

- The childminder provides healthy foods at mealtimes, and children are encouraged to clean their hands before and after eating. The childminder uses mealtimes as an opportunity to further introduce children to a range of taste, textures and sensory language. For instance, the childminder talks about how 'crunchy' the cucumber is or how 'juicy' the strawberry is.
- The childminder has completed all necessary training and seeks additional knowledge in a variety of ways, such as training sessions and through professional online forums. As a result, she ensures she is up to date and has the tools and resources necessary to make timely interventions to support children with any developmental concerns.
- Children enjoy excellent opportunities to learn about the world around them. They have learned all about the life cycle of caterpillars and butterflies by exploring real life caterpillars. They were then encouraged to recall their learning when spotting butterflies outdoors in the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the possible signs that a child may be at risk of harm or abuse. She knows how to record and report her concerns in accordance with the local authority's procedures. She has a strong understanding of safeguarding issues and how to report such concerns, and she is knowledgeable about the 'Prevent' duty guidance. The childminder's home is safe, and she conducts regular checks to ensure this.

Setting details

Unique reference number	EY444982
Local authority	Havering
Inspection number	10235729
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 2
Total number of places	5
Number of children on roll	4
Date of previous inspection	17 October 2016

Information about this early years setting

The childminder registered in April 2012. She lives in Rainham, in the London Borough of Havering. The childminder holds a childcare qualification at level 3. She works Monday to Friday, from 8am to 6pm, and operates her service all year round.

Information about this inspection

Inspector

Saimma Akhtar

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 provider.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector about the curriculum intent and the progress children are making.
- The inspector observed the quality of education and assessed the impact on the children.
- The childminder provided the inspector with a sample of key documents and reviews obtained 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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