

# Childminder report

---

Inspection date: 3 November 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	Good
--	------

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

### **The provision is good**

Children are happy and content in a safe, secure environment. They develop warm relationships with the childminder and are confident to express themselves. Parents speak highly of the childminder. They receive daily updates on activities and food diaries. There are opportunities to provide feedback through questionnaires. Children enjoy being taken out daily. They explore the local area and visit the community farm. The childminder uses these experiences to enhance the children's learning. They collect leaves and talk about colour and texture. This supports the current theme of autumn.

Children have access to a variety of resources. They enjoy blowing bubbles as the childminder takes the opportunity to teach them about shape and size. Older children work together to build a track and race cars. Resources are placed at different levels to support babies' physical skills and curiosity. They manoeuvre around a low table to explore a musical turtle. The childminder promotes positive behaviour. Children know the expectations and respond well to praise. They practise good hygiene. Older children automatically wash their hands before eating while the childminder helps the babies. Children enjoy healthy, nutritious meals that are freshly prepared daily. They feed themselves independently using forks.

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

- The childminder has a clear vision for each child. She follows their lead and interests and extends on this to build further on what they already know. Activities are adapted to meet each child's individual goals. For example, older children count bears and match them to numerals while younger children sort them into colours. However, the childminder has not fully explored how children can extend their early writing skills to an even higher level.
- The childminder has built excellent partnerships with parents. Parents really appreciate spending settling-in days with their child. The childminder is keen to gather their views and suggestions for the setting. Parents are kept informed about their child's development. They report on being supported by the childminder when they share concerns. However, she does not always work in partnership with other settings or professionals to support children even further.
- There is a strong emphasis on speech. The childminder speaks clearly as she narrates the children's play. Children repeat words back that they hear her say. She introduces words such as 'juicy' and 'tasty' when discussing their lunch. The children suggest nursery rhymes to sing, and the childminder enthusiastically joins in and uses props. Parents report on noticing an improvement in their child's language development since they have joined the childminder.
- Children are increasingly independent. They freely help themselves to resources and tidy away items they are not using. The childminder supports babies to

make a choice by holding out different resources so they can choose. Older children proudly put on and take off their coats and shoes. They pull up the step so they can reach the sink to wash their hands. The childminder enthusiastically praises the children, boosting their self-esteem.

- The childminder has built secure and trusting relationships with the children. She is responsive to their physical and emotional needs. Babies seek her out for reassuring cuddles. Older children put an animal mask on her. They encourage her to make the sound and join in their game. Children develop positive relationships with each other. They happily greet their peers as they arrive.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep the children in her care safe. The setting is safe and secure. Fire escape plans are in place, and drills are practised. The childminder knows the signs and symptoms to look for and what actions to take regarding the welfare of a child or the actions of an adult. The childminder completes safeguarding training and conducts suitability checks for all members of her household.

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

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

- strengthen links with other professionals and settings that children attend to gain a shared understanding of children's needs
- extend opportunities for children to fully develop their early writing skills.

## Setting details

<b>Unique reference number</b>	EY344767
<b>Local authority</b>	Newham
<b>Inspection number</b>	10235063
<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>	1 to 10
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	13 January 2017

## Information about this early years setting

The childminder registered in 2007. She lives in Stratford, in the London Borough of Newham. The childminder is available to work from 7.30am to 6pm, from Monday to Friday. She operates her service all year round.

## Information about this inspection

### Inspector

Karen Wells

### 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 her evaluation of the childminder.
- The inspector spent time with the childminder and carried out a learning walk to find out more about the setting and the curriculum.
- The inspector spoke with parents and took their views into account.
- The inspector observed the quality of education and the interactions between the childminder and children and assessed the impact of these on learning.
- The inspector looked at documents, such as paediatric first-aid qualifications and evidence of the suitability of those living and working on 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.

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