

Childminder report

Inspection date:

1 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend at the childminder's home. They arrive with a smile and happily share their experiences with visitors. Children demonstrate that they feel safe and secure while making choices in their play. The childminder, eagerly, joins the children in their play, extending their vocabulary and building their knowledge. For example, the childminder and children explore the advent calendar together, looking at and discussing the various books. As a result, children develop confidence and a good attitude to learning.

Children form good, close relationships with the childminder, who is caring and attentive in her approach. They feel confident to seek her out for cuddles and comfort, expressing their affection towards her. Children become independent as they start to manage their personal needs, such as washing their hands before meals.

Children benefit from regular outings. For example, they enjoy going to the local park and duck pond. Children take age-appropriate risks as they run, climb and jump. This helps them to develop their physical skills and resilience. Children explore and learn about nature as they look at the texture and colour of leaves, which they collect and make pictures to take home. Children's different cultures and traditions are respected and celebrated. This helps them develop respect for, and understanding of, the diverse community they live in.

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

- The childminder has high expectations of children, especially with regards to their behaviour. She is a positive role model. The childminder encourages children to share and take turns. She praises them for their efforts and achievements. This helps them feel valued and respected and develop their emotional well-being. Children benefit from a consistent routine and clear boundaries. They listen and follow simple instructions. For example, children help tidy up before lunch and between different activities.
- As a whole, the childminder supports children's learning and development well, especially around language and communication. She continually speaks to children, who are encouraged to answer and join in the conversations. She makes sure she has eye contact with children when she speaks to them. The childminder repeats their answers back using correct pronunciations. She supports children to develop their early mathematical skills. For instance, the childminder encourages children to count bricks and balls while they play. However, sometimes she answers questions without giving children time to think things through, respond and problem-solve. For example, when children struggle to close the lid of an over filled box, she is quick to offer help and do it for them.

At times, this prevents children from expressing their thoughts and ideas.

- Partnerships with parents are strong. The childminder involves parents in the evaluations of her setting. Parents are complimentary about the childminder. They comment about the good progress their children make in their learning and development, specifically in their speech and self-confidence. Parents report that the childminder keeps them regularly up to date with their child's development and learning. For example, she shares photos of the children as they learn and play at her setting. The childminder works closely with parents, including those of children who speak English as additional language, to support their learning and development both at her setting and at home.
- Children make good progress in their learning. The childminder knows them well. She has a good settling in procedure in place and works together with parents to ensure children settle well. She gathers information from the parents about their individual interests. The childminder uses this information to help children settle in. She completes progress checks for children aged two and identifies what they need to learn next. The childminder follows children's interests and plans stimulating activities. This encourages them to engage in their learning for a good length of time.
- The childminder is reflective and understands the importance of developing her own knowledge and understanding of child development. She has attended various courses that help her care for children, such as autism awareness. The childminder plans to participate in training to further develop her knowledge of how to support children with English as additional language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of her role in keeping children safe from harm. She has good knowledge of all safeguarding aspects, including radicalisation and female genital mutilation. The childminder knows who to approach and what to do if she has a concern about a child or an adult, including allegations against herself or household members. She is aware of the importance of keeping her safeguarding knowledge up to date. For example, she recently attended level 3 safeguarding designated training. Children play in a safe and secure environment. They are closely supervised by the childminder. The childminder has comprehensive policies and procedures to support her practice.

What does the setting need to do to improve?

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

- give children sufficient time to process and respond to questions, to help them develop their thinking skills and problem solving skills.

Setting details

Unique reference number	EY445023
Local authority	Havering
Inspection number	10235732
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Hornchurch, in the London Borough of Havering. The childminder provides care during weekdays, from 7am to 7pm and operates her service all year round, including before and after school.

Information about this inspection

Inspector

Oshra Murphy

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 setting.
- The inspector observed the quality of interactions between the childminder and children and evaluated the impact on children's learning and development.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- Parents provided feedback and views, which the inspector took into consideration.
- The childminder showed the inspector the premises and discussed how they ensure the premises are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector talked to children and staff at appropriate times during the inspection.

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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