

Childminder report

Inspection date: 2 February 2023

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

Young children's personal, social and emotional development are of high priority for the childminder. As a result, young children build strong attachments with her. They settle quickly and demonstrate that they feel safe and secure in her care. The childminder promotes children's learning in accordance with their individual needs and interests. Babies enjoy exploring, using all of their senses as they investigate a range of resources within their easy reach. For example, they bang tins with small balls and then show fascination as they drop the balls inside them. Young children are beginning to enjoy looking at books independently and when the childminder reads to them. The childminder supports children's communication and language skills well. She happily talks about what she and children are doing and introduces new words, which helps to increase the children's vocabulary.

The childminder provides an inclusive and welcoming environment where children are supported to learn about different faiths and cultures. Children participate in activities inspired by different religious festivals throughout the year. They also access plenty of resources that reflect positive images of diversity. Babies clearly enjoy their time with the childminder. They are curious about visitors and keen to involve them in their play. They confidently smile, giggle and babble. The childminder has a very calm and consistent approach to managing behaviour. She offers consistent praise and encouragement during activities, which promotes children's confidence and emotional wellbeing.

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

- The childminder has a good understanding of early years learning and development requirements. She knows how to promote children's welfare and carefully assesses where children are in their learning. The childminder plans activities tailored to children's learning needs and keeps their parents well-informed. Consequently, children make good progress from their starting points.
- Children receive lots of warmth and affection from the childminder. This gives children the confidence to explore new experiences. Children happily investigate different sounds and textures, and learn about size, shape and colour. The childminder offers babies various toys and equipment that encourage them to balance, stand and begin to walk.
- The childminder is enthusiastic when she joins in with children's play. For example, she encourages them to have a go and keep trying, to help them become eager learners. They have the confidence to make independent choices in their play. Babies concentrate very well as they explore the sounds made by metal spoons and containers. They are inquisitive and curious about how things work as they attempt to open and close wooden interactive puzzles.
- The childminder encourages children to develop healthy lifestyles. She provides

them with nutritious, home-cooked meals, fresh fruit for snacks and plenty of drinks of water. She helps them to develop their social and physical skills and enjoy daily fresh air and exercise. For instance, they visit local parks, the library and children's play centres. This helps children to develop positive attitudes toward others and to prepare them for the next stage in their learning.

- The childminder regularly meets other professionals to ensure continuity of care. Arrangements are well established for involving the other settings that some children also attend in planning for their learning needs. As a result, children receive reliably consistent support between their different settings.
- Although the childminder has completed some recent training, such as safeguarding, she has not developed an ambitious plan to continually improve her professional knowledge. Furthermore, she has not fully established a process of self-evaluation in order to make targeted improvements so children benefit from excellent provision and practice.
- Parents speak highly of the childminder and are complimentary about her setting and the service she provides. They state that she keeps them fully informed about their children's development and routines. The childminder encourages parents to exchange information about children's learning at home, which promotes continuity in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and relevant, and implements a robust safeguarding procedure. The childminder is aware of the indicators that may suggest a child is at risk of harm and she is confident about reporting any concerns she has. The childminder carries out thorough risk assessments of her home and for when she takes children on outings or uses her car. For example, she ensures that young children wear seat belts in the car and when they sit in a highchair.

What does the setting need to do to improve?

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

- identify professional development opportunities to further enhance the existing good knowledge and teaching
- develop self-evaluation practice in order to make specific and targeted improvements and promote excellent outcomes for children.

Setting details

Unique reference number	EY480736
Local authority	Havering
Inspection number	10236443
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2014. She lives in Romford, in the London Borough of Havering. The childminder operates her service from Tuesday to Friday, all year round, including after school.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector sampled documentation, including evidence of suitability and children's records.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the childminder's curriculum aims.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The inspector spoke to a parent and read written feedback from other parents and took their views into consideration.

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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