

Childminder report

Inspection date: 13 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are happy and form close friendships with other children. They play together and display good sharing and turn-taking skills. Children show great interest in the resources and activities set up for them, and they move around to curiously explore and learn. For example, in the garden, children dig the soil for planting, and they use a magnifying glass to look at the worms. There are plenty of opportunities for children to develop their physical skills. Children push the doll around in a pushchair, and they learn to kick a ball, climb and use the slide. Children also learn to use a range of small tools for rolling, cutting, digging and scooping effectively. This helps to support their coordination and hand movements.

Children learn to manage their self-care needs, such as using the potty and putting on their shoes independently. Children develop their self-esteem as they smile to acknowledge the childminder's praise when they do well. The childminder has high expectations of children. She acts as a good role model. Children listen and show respect to the childminder and assistants. Children address other children, using their name, and they learn to express their needs and interests effectively.

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

- The childminder and assistants work well together to ensure a smooth day-to-day running of the provision. They are deployed effectively to ensure children receive good supervision, support and encouragement while they play.
- The childminder observes and assesses children's learning well. She uses this information to plan what children should do to move them on to the next stages in their learning and to help them make good progress in their development.
- The childminder works closely with parents to share information about children's development, and she encourages them to extend children's learning at home. The childminder also gathers information from other providers children attend so that she knows about children's daily experiences. She ensures there is continuity in children's learning between the home, her setting and school.
- The childminder and assistants interact positively with children to develop their communication and language skills. For example, they comment on the children's play, repeat new words for the children and ask questions for them to respond to. Children display good listening, understanding and speaking skills.
- The childminder provides good opportunities for children to develop an awareness of nature, people and household items. She ensures they have access to different materials to explore, using their imagination and creative skills. For instance, children use art and craft resources to create and design cards.
- The childminder uses children's play to support their mathematics skills

effectively. For example, she encourages them to count and identify the size and shape of items in their play.

- The childminder provides healthy and nutritious food for children to eat at mealtimes. She encourages them to talk about favourite food, and she makes them aware that all children have their own preferences.
- The childminder and assistants support children to settle well and to form close attachments with them. They encourage children to be resilient and to take appropriate risk and challenge during their play.
- The childminder sets clear boundaries for children to learn right from wrong. She encourages them to be kind and caring towards other children.
- The childminder evaluates the provision well. She gathers feedback from children, parents and assistants. The childminder is clear about her strengths and areas for development.
- There were some missed opportunities to gain children's interest in stories and to develop their reading skills further. For instance, at times, children's request for stories were not followed up, and therefore they moved to other play.
- The childminder has completed the required statutory training in safeguarding and paediatric first aid. However, she does not make use of opportunities to keep up to date with some changes to the sector, to enhance her knowledge and skills further and to help strengthen opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to safeguard and protect children. She ensures her assistants and parents are familiar with her safeguarding policies and procedures, and they know what to do should they have any concerns about a child's safety. The childminder knows how to report safeguarding concerns and allegations to the relevant authorities. The childminder and assistants are aware of the signs and symptoms of abuse and neglect. They know children may be at risk of being exposed to extreme views. The childminder completes regular risk assessments of her home to ensure the environment is suitable and safe for children.

What does the setting need to do to improve?

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

- make better use of opportunities to strengthen children's interest in books to help develop their early reading skills
- make use of professional development opportunities to maintain knowledge and skills and to develop children's learning further.

Setting details

Unique reference number	EY265655
Local authority	Havering
Inspection number	10234733
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	0 to 10
Total number of places	18
Number of children on roll	25
Date of previous inspection	6 February 2017

Information about this early years setting

The childminder registered in 2004. She lives in Hornchurch, in the London Borough of Havering. The childminder operates Monday to Thursday, from 7.30am to 6pm, throughout most of the year. She holds an early years qualification at level 3. The childminder works with two assistants each day, and she provides before- and after-school care.

Information about this inspection

Inspector
Martina Mullings

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 their evaluation of the setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed children, the childminder and an assistant and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written feedback shared with the childminder.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and the childminder's paediatric first-aid certificate. The childminder discussed her procedures for safeguarding the children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023