

Childminder report

Inspection date: 1 February 2024

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 are warmly welcomed into a safe, secure, carefully planned and stimulating learning environment. They benefit hugely from the childminder's child-centred curriculum. She has consistently high expectations for all children in all aspects of their learning. Children excel in their communication and language and their physical, social and personal development. The childminder has an expert understanding of how children learn and continually builds on what children know and can do. Children master key skills they need for their future development and are exceptionally well prepared for school. For instance, from an early age, children develop their hand-eye coordination and independence extremely well. Toddlers and young children carefully use water jugs with excellent skill and control to pour themselves water to drink. They demonstrate high levels of focus and perseverance as they join in with modelling dough activities to achieve an intended outcome.

The childminder creates extremely strong bonds with children. She knows and is sensitive to each child's individual emotional needs and well-being. All children, including those who may be shy or reserved, are highly confident and flourish. Children are highly motivated learners.

The childminder is an excellent role model for children to learn from. She consistently teaches children about the impact of their behaviour and has high expectations of them. All children are keen to help others, understand the rules and routines and instinctively follow them.

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

- The childminder establishes excellent partnerships with parents. She frequently shares information with parents to include them in their children's learning at home. For instance, she gives parents a reward chart to use with their children at home, which includes information about their children's current next steps. Parents know what skills their children need to achieve next and how to help, in full consistency with the childminder.
- The childminder is highly caring. She is passionate about her role and about supporting the families with whom she works. She provides a breadth of information and advice to parents to help support children's ongoing well-being and care. This includes sharing information from updated NHS guidance and about any outings available locally for families to enjoy together.
- Children are highly engaged and consistently eager to join in. The childminder carefully plans a well-sequenced curriculum that enthuses and delights children. They show consistently high levels of curiosity and concentration in their play, so they achieve their best.
- Children of all ages are highly confident and make excellent progress. The

childminder knows each individual child extremely well, including how each child learns. She skilfully plans her interactions so children have time to both build on what they can do and consolidate what they have learned. Children develop their skills to the highest level. The childminder recognises any gaps in children's learning early and makes swift interventions to close them.

- The childminder provides a highly effective, language-rich learning environment. She models language excellently for children to learn from and skilfully teaches children of all ages how to use new words in context. Children are exceptionally confident communicators. For example, older children talk to others clearly, listen intently and respond with relevant, well-thought-out responses. Toddlers confidently use a wide range of vocabulary to express what they want and need. Children develop excellent language skills.
- Children develop high levels of self-esteem. For instance, they beam with pride when they achieve a challenging task, and the childminder praises them for their efforts. The childminder expertly supports the development of each child's individual character and champions their personal interests, so they become experts in what they love and enjoy.
- Children frequently have meaningful opportunities to learn about their own and others' identity. For instance, the childminder reads a range of books with them that reflect the different type of families and children that attend her setting. Children develop a deep understanding and respect for others' differences. All children's uniqueness is celebrated.
- The childminder is very proactive in seeking focused professional development opportunities. She continuously reflects on her practice and seeks information and advice to help strengthen her expertise even further. She successfully applies her new knowledge to make continuous improvements in the delivery of her curriculum.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY489954
Local authority	Havering
Inspection number	10304851
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	2 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Romford, in the London Borough of Havering. She operates Monday to Thursday, term time only.

Information about this inspection

Inspector

Anneka Mundy

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 provider.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed the interactions between the childminder and children.
- The inspector engaged with children at appropriate times.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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