

Childminder report

Inspection date: 5 March 2020

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 are happy and settled in the childminder's safe and welcoming environment. They interact well and build on their social skills. The childminder follows children's lead and supports their learning well. She provides a wide range of resources and organises the equipment effectively to encourage children's independence. The childminder makes regular and precise assessments and adapts her approach to suit children's stages of development and individual needs. For example, she adapts her language when speaking to younger children to support their understanding. Children listen and behave well. They respond positively to the childminder and help to tidy away equipment when they have finished playing. The childminder enthusiastically supports children to develop their mathematical language and skills during their play. She joins in appropriately and introduces new concepts. For example, children learn to count things one at a time, as the childminder demonstrates how to push beads along on an abacus. The childminder supports children's communication and language effectively. Consequently, children are becoming confident communicators. They repeat words after the childminder when sharing books and talking. The childminder is organised and professional. She gathers the views of parents, which she uses to support her evaluation of the quality of her provision.

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

- The childminder uses the settling-in process to gain a good understanding of children's routines. She finds out what children know and can do, and plans interesting experiences to help them make progress in their learning.
- Children benefit from the activities which the childminder plans to support their learning across all areas of the curriculum. She uses observations to identify children's interests and plan for their next steps in learning.
- The childminder's good working partnerships with parents promote continuity of care. Parents receive regular updates about their children's progress. The childminder shares suggestions to support children's development at home. Parents express that the childminder is knowledgeable and professional. They report that she makes a difference in their children's lives, which will benefit them for a lifetime.
- The childminder's main play space is well organised to enable children to access resources. Children learn to protect themselves, for example, from tripping. The childminder reminds them to tidy toys from the floor before choosing what to do next.
- The childminder promotes children's language and communication skills effectively. She introduces new vocabulary, including descriptive words, and repeats phrases to support understanding. Children share books and take turns in pressing the buttons as they repeat the sounds that animals make.

- The childminder is proactive in maintaining her professional development. She attends training and uses research to find out about changes in early years practice. Her knowledge helps to contribute to children's development of skills for future learning.
- The childminder supports children's recall, creativity and imagination. For example, she helps children to remember events and describes tossing pancakes when they toss a brick in the air using a frying pan.
- The childminder is a positive role model, who children respect. She has consistent boundaries in place, and a calm and caring approach. Children are encouraged to take turns and they receive praise for their good behaviour.
- Children demonstrate a positive attitude to learning and have good levels of self-esteem. This is demonstrated when the childminder provides plenty of encouragement and support to help children to push the buttons hard. Children persevere until they succeed and demonstrate pride in their achievements.
- The childminder promotes children's mathematical skills well. Children have regular opportunities to learn about number and colour through their play. For example, she supports children to count to six and name colours as they play with a bead counter.
- The childminder supports children's independence. She encourages children to do some things for themselves. However, on occasion, some opportunities to develop children's independence are missed, such as to wipe their own noses.
- Children's physical development and healthy diets are supported. The childminder provides daily opportunities for children to run, jump and climb while on outings to the park, childminder groups and children's centres. Children eat healthy snacks and meals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to keep children safe. She is confident in recognising the signs of abuse and neglect, and knows who to contact in the event of such a concern. The childminder has attended all relevant training and keeps herself updated on the protection of children. She keeps accurate records of children's attendance. The childminder assesses potential risks and teaches children how to take care when playing. This helps to ensure the safety of children in her home and on outings. Children are well supervised throughout the day.

What does the setting need to do to improve?

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

- use opportunities as they arise, to encourage children to do more things for themselves, in order to develop their independence skills even further.

Setting details

Unique reference number	132451
Local authority	Newham
Inspection number	10064927
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 1998. She lives in Plaistow, within the London Borough of Newham. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Janet Tough

Inspection activities

- The childminder and inspector completed a learning walk to understand how the curriculum is organised and implemented.
- The childminder took part in an activity with the children and discussed the quality of teaching with the inspector.
- The inspector spoke with the childminder and children throughout the inspection at appropriate times.
- The inspector viewed a sample of policies and procedures, and records required for the safe and effective management of the provision.
- The inspector viewed parents' feedback about their views of the provision.

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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