

Childminder report

Inspection date: 28 January 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder is caring and sensitive to children's needs. She supports their emotional well-being effectively. Children form secure attachments with the childminder and are happy to interact with her and visitors. Children play in an inviting, friendly environment with a good range of age-appropriate toys and resources. The childminder helps support children's communication skills particularly well. For example, she encourages them to sing rhymes and join in with stories to help support their language and sentence formation. Children are very well behaved and delight in the opportunities provided by the childminder. They enjoy sensory experiences, including play with rice, dough and paint. For example, children enjoy feeling the different textures, mixing paint and creating new colours, and develop control of their hand muscles well. Children make good progress in their literacy skills. They delight in exploring mark-making materials, such as colour pencils, paint, and brushes and learn to use tools with good control. Children respond positively to the childminder's encouragements, for example during role-play activities. They are motivated and excited as they take part in making play dough and then pretend to cook the dough and serve it to visitors. However, although most activities are well planned, there are occasions where children are not encouraged enough to develop their ideas and think through and resolve problems for themselves.

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

- The childminder's teaching is of a good standard. For instance, she develops children's imagination and describes activities in the role-play area, naming the play foods as children play with them. The childminder also helps children to develop their understanding of numbers well as she encourages them to count. For example, children match and count how many cards they have as they collect different emotions cards.
- The childminder gathers a wealth of information from parents about what children can do and what their interests are before they start. She makes good use of her observations and tracking of children's achievements to help make future learning experiences meaningful. The childminder works well in partnership with parents and takes account of children's interests and learning from home to support what children need to learn next. Overall, children make good progress in their learning.
- Children are well prepared for their next stage of learning and starting school. For example, the childminder ensures children have access to, and play with, toys that positively reflect the wider community, and they take part in celebrating different festivals. Children learn to be polite and to say 'please' and 'thank you'. This helps children develop respect for other people. Children also enjoy the range of activities that take place away from the childminder's home,

such as trips to the park, children's centre, the farm and museums.

- Children develop good reading skills and a love for books. For instance, when children select a book of their choice, the childminder helps them use books to look at pictures and describes the characters. Children spontaneously turn to the caring childminder for cuddles and hugs. The childminder provides children with lots of opportunities to be physically active outdoors in her garden. For example, children balance on rockers and learn to kick a ball. The childminder develops children's understanding of hygiene practices well through daily routines, such as washing their hands after messy play and before eating snacks and meals. However, the childminder sometimes misses opportunities, for instance to give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The childminder is reflective of her practice and values the views of parents and children in this process. She makes effective changes to help her improve outcomes for children. For example, since the last inspection, the childminder has made changes to the indoor environment to make it more attractive and accessible for children to explore. Furthermore, she has attended some purposeful training that has supported her to complete appropriate observation and assessment in children's learning and development. This has a positive impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is particularly strong. She has a good understanding of what would constitute a safeguarding concern and what she should do about any concerns. She is alert to signs that a child may be at risk of extreme views and behaviours. The childminder has comprehensive child protection policies which she shares with parents and ensures her paediatric first aid is up to date. Children play in a safe and secure environment where the childminder supervises them well, indoors and outdoors.

What does the setting need to do to improve?

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

- make the most of opportunities for children to think through things for themselves and develop ideas or solve simple problems
- develop further ways to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	132523
Local authority	Newham
Inspection number	10120663
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	17 June 2016

Information about this early years setting

The childminder registered in 1993. She lives in Plaistow, within the London Borough of Newham. The childminder operates on weekdays, throughout most of the year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector observed children playing and carrying out routine tasks.
- The inspector carried out a learning walk with the childminder and discussed how the childminder plans the curriculum and for children's progress.
- The childminder and inspector reflected on children's activities and discussed what learning and development took place.
- The inspector sampled documents, including safeguarding policies, accident records and the childminder's training certificates.
- The inspector spoke with children at appropriate times during the inspection. She spoke to parents and took account of their views.

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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