

Childminder report

Inspection date: 14 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, welcoming and stimulating environment for children to learn and thrive. She forms strong bonds with children from a very early stage of them starting, and they are happy in her care. All children are keen to explore the activities that the childminder offers them to help them make progress in their development. She provides age-appropriate and suitably challenging play experiences based on her observations, engagement and regular assessments of children's development.

The childminder ensures that children know how to behave. She is swift to teach good strategies with them, such as the need to take turns and not to shout. The childminder models positive behaviour for children to learn from, always using good manners and talking to children with respect. Children behave well and are calm.

The childminder encourages children to interact with her to develop their communication skills. She consistently talks to them about what they are doing and gives them time to communicate. Young children use sounds and gestures to indicate to the childminder what they want and need. Early reading and support for language development are strong and evident. Children from a very young age show a great interest in books throughout the day.

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

- The childminder has strived to make significant improvements since her last inspection. For example, she has completed training and explored relevant guidance to plan and provide an improved curriculum, to support children's behaviour appropriately and to be more aware about children with special educational needs and/or disabilities.
- The vast range and variety of books the childminder provides are enjoyed by all ages. Children access books linked to the activities planned for them, such as books about different animals as they play with the toy animals, or books about healthy eating and healthy bodies in the home corner play. They select books independently from a very young age, looking at the books for long periods on their own or with the childminder.
- The childminder supports children's language development well. She supports home languages, using familiar phrases and words to support early settling in. Children enjoy rhymes and song time and are eager to use actions as well as learn the spoken words.
- Children develop good independence. The childminder teaches and encourages children from a young age how to do things for themselves. For example, she encourages toddlers to feed themselves, select their own additional play and learn to put on their shoes and coats. However, the childminder does not

consistently plan opportunities, such as handwashing before they have food, to extend children's skills further.

- Children have good opportunities to extend their learning experiences away from the childminder's home. For example, they attend stay-and-play events and library sessions, visit the community park and the fire station and learn about road safety when out in the community.
- Children learn about a range of festivals and learn about diversity well. The range of books on display allow children to see the differences in themselves and the diverse community they live in positively. For example, the children are currently learning about Diwali.
- The childminder knows the children in her care well. She knows what they can do and what they need to do next. She plans activities well, based on their next stage of development and what they enjoy, and offers new experiences. However, she does not have a clear enough focus on learning when children first start to enable her to support their development from the outset.
- The childminder is reflective and works closely with her co-childminder when evaluating her service. In addition, she welcomes the support her local authority adviser provides. This has enabled the childminder to bring about good improvements since the last inspection. She continues to complete mandatory training too, such as safeguarding children and paediatric first aid.
- Partnerships with parents are strong. Parents comment on how well their children progress in their learning and development and on the childminder's caring yet professional approach. The childminder continually updates parents about how their children are settling in, their children's day and their developmental progress.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- extend on information sought from parents when children start, to assess what children know and what they need to learn next, so there is more precise focus on learning from the outset
- continue to build on children's good health and their learning about personal care throughout the day.

Setting details

Unique reference number	132651
Local authority	Newham
Inspection number	10326204
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 December 2023

Information about this early years setting

The childminder registered in 1992. She lives in Forest Gate, in the London Borough of Newham. The childminder is available Monday to Friday, from 8am to 5.30pm, throughout most of the year. She works with another registered childminder. The childminder offers the government-funded childcare for children.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The childminder showed the inspector the premises and the resources for children's use and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents provided their feedback on the service they and their child receive from the childminder.
- The childminder provided the inspector with a sample of required documentation to view.

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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