

Childminder report

Inspection date: 19 January 2023

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 in this setting. There is a sense of fun in the activities provided. The childminder provides activities that support children's learning and are based on their individual needs. She brings her creativity to the materials she uses and the activities she delivers. Children have positive learning experiences, which are supported by an environment that is well resourced.

The childminder has created a caring and nurturing environment. She has an approach of using sustainable materials in the setting. The childminder sets up the garden space with many activities, which are rotated between the indoor and outdoor space. Children have access to this area as required. They access activities in the community with other children and in other learning spaces. For example, children go to playgroups and the library to borrow books and hear stories. The childminder also takes children to local outdoor spaces, such as the beach, where they have picnics.

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

- The childminder provides children with a wide range of equipment and experiences that allow them to undertake independent learning. She plans activities, such as reading activities, to support children to make progress in their learning. The childminder has a good understanding of individual children and tracks their knowledge across all areas of learning.
- The childminder has a wealth of experience of working with children, which she uses while creating opportunities for children's learning. She builds on children's language and experiences during each activity. The childminder takes every opportunity to support children's new learning and reinforce their previous learning.
- Children communicate with each other and other adults. They are able to express themselves and make their feelings known. Children understand instructions and respond appropriately to requests and questions.
- The childminder identifies each child's level of development and has the same high ambitions for all children. Parents comment that staff at the local school have said that children who attend this setting settle well in the school.
- Children play independently and make choices about what they play with. However, the childminder does not consistently support children to be more independent in their self-care skills, such as by putting on their clothes and in potty training.
- Parents feel they have good levels of communication with the childminder. They comment that she keeps them up to date with information about their child's progress. Parents say that their children benefit from the mix of children of differing ages, which allows them to spend time with their siblings after school.

They discuss how the childminder challenges their children to develop their communication and social skills. However, the childminder does not consistently identify ways for parents to support their children's learning at home.

- The children have positive interactions with each other and the adults in the setting. For example, they will ask for the help of adults, and children ask each other how they are. Parents and the childminder spoke of how well the children play with each other, including older children who attend as part of the after-school provision.
- The childminder knows how to meet the needs of children with special educational needs and/or disabilities. She has undertaken training to better understand and support children. This helps to widen the childminder's knowledge of good and up-to-date practice. However, she does not consistently liaise with other professionals in a timely manner to implement strategies to support children with gaps in their communication skills.
- The childminder has good links with the local children's centre, where she helps to organise a playgroup. The playgroup is designed to mirror a school setting, which familiarises children with future environments and routines, in turn preparing them for school. The childminder liaises with other childminders at playgroups. This allows the childminder to improve and share her practice with other childminders. It also gives children more varied learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective safeguarding policies in place. She has attended training to help her to understand the signs and symptoms of abuse. The childminder's understanding of county lines and 'Prevent' duty is good. She recognises how these areas of concern present in young children, including the implications for children aged under five years and their families. The childminder has a clear understanding of the processes involved in keeping children safe. Parents express that they feel their children are safe in this setting.

What does the setting need to do to improve?

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

- take timely action to liaise with other professionals to support any delays in children's communication development
- provide more opportunities for children to practise their self-care skills to prepare them for their next stage of independence
- enhance communication of learning materials with parents to support them to continue their children's learning at home.

Setting details

Unique reference number	132667
Local authority	Newham
Inspection number	10263622
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 1992 and lives in Forest Gate. She works with an assistant. The childminder operates from 8am to 6pm, Monday to Friday, including before and after school. She is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Afulenu Nwabuzo

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 childminder.
- The childminder took part in a learning walk with the inspector. She explained how she works with children to ensure that they achieve across the early years foundation stage.
- The inspector spoke with parents and took account of their views.
- The inspector observed the children playing during activities and observed the interactions between children and the childminder.
- The inspector and the childminder took part in a joint observation of a language activity.
- The inspector spoke with children.
- The inspector held a leadership and management discussion with the childminder.

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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