

Childminder report

Inspection date: 9 December 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe with the childminder. They display a strong sense of belonging in her comfortable home and form close attachments to her. Children encourage the childminder to join in with their play as they explore the interesting and stimulating resources. They benefit from her positive interactions, reassurance and praise. This helps to develop their self-esteem and they learn to be resilient. For instance, during ball games, children find it difficult to catch the balls. Support and encouragement from the childminder helps them to persevere and keep on trying. Children display high levels of independence and confidence in their abilities. They enjoy doing things for themselves. They learn good personal care skills, such as washing their hands and putting on their shoes independently.

The childminder has a strong desire for all children to become confident and successful learners. Children are keen to develop their skills and knowledge. They show enthusiasm as they learn to play games such as noughts and crosses. They confidently articulate what they have learned saying, 'I blocked you, so I have won'. Children concentrate well on things that interest them. For example, they eagerly experiment with paint and collage materials as they create Christmas decorations. This also helps to develop their hand-to-eye coordination effectively.

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

- The childminder maintains her professional development effectively. She completes mandatory training, such as paediatric first aid and safeguarding, to help her keep children safe. The childminder has developed good links with other childminders. They meet regularly and share ideas, which helps to enhance her professional knowledge and skills.
- The childminder observes children as they play to find out about what they enjoy and what they can do. She regularly reviews their progress to identify any possible gaps in their development. The childminder supports children to move forward in their learning and make good progress, in readiness for starting school.
- Children clearly enjoy their learning. They show high levels of energy and enthusiasm as they sing familiar songs and tap out simple rhythms using percussion instruments. Children display curiosity as they learn how to use new painting resources. They concentrate intently and develop their own ideas.
- The childminder supports children's literacy skills effectively. For instance, she reads them stories and encourages them to talk about the pictures in books. The childminder provides lots of opportunities for children to practise mark-making skills. Older children show that they can hold a pencil correctly. They are proud that they can write their names and other simple words.

- Children listen to the childminder and learn good manners, such as saying 'please' and 'thank you'. The childminder has clear boundaries in place to manage children's behaviour. However, she does not always explain why these rules are in place, to help children understand and begin to moderate their actions.
- The childminder promotes children's communication and language skills well. For example, she interacts with them positively and encourages lots of discussions to develop their speaking and listening skills. The childminder asks effective questions, she listens to children and gives them time to think and respond.
- The childminder encourages children to be fit and active, with lots of physical games and outdoor play. She thinks carefully about the meals she provides, to ensure these are nutritionally balanced, overall. However, she does not consistently teach children about looking after their teeth. For example, some of the snacks and drinks she provides for children have a high sugar content.
- Partnerships with parents are strong and secure. Parents comment that the childminder has 'opened her lovely home and family' to welcome them. They say the childminder cares for their children well and emphasise the 'strong bonds' between her and their children. Parents recognise the childminder's good teaching skills and how she supports their children's progress. They describe how she takes children on lots of outings to learn about the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She is familiar with a wide range of safeguarding issues, including the risks to children online or from exposure to extreme views or behaviours. The childminder knows how to identify the possible signs that may indicate a child is at risk of abuse. She has robust policies and procedures to help her respond appropriately to concerns about children's welfare. The childminder knows how to report any allegations about herself or another adult to the relevant authorities. She closely supervises children and completes regular checks to ensure her home is safe.

What does the setting need to do to improve?

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

- help children to develop a secure understanding of good oral hygiene and how to care for their teeth
- extend ways to help children to develop a greater understanding of rules as they play and learn together.

Setting details

Unique reference number	2501178
Local authority	Havering
Inspection number	10191530
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	0 to 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in the London Borough of Havering. She operates her service from Monday to Friday, 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas used for childminding; they discussed the curriculum for children and how the provision is organised.
- The inspector observed a range of learning experiences; she evaluated the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback; she spoke to children during the inspection and considered their views and experiences.
- A sample of relevant documentation was reviewed by the inspector, including evidence of suitability checks and the childminder's paediatric first-aid qualification.

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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