

Childminder report

Inspection date: 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle well. The childminder gets to know children well and gives them time to get familiar with routines. Children form warm, nurturing bonds with the childminder. Children behave well. The childminder works out reasons for any misbehaviour and tries to find positive solutions. She is calm and understanding. She values all children and has high expectations of each child.

The curriculum is broad and balanced. They gain understanding about difference. The childminder explains special festivals, such as Diwali, and provides creative activities linked to the occasion. She has a variety of puzzles, dolls and stories that reflect different races and religions. Children have good physical skills. They learn to climb up steps and go down slides, steer push cars carefully and balance on scooters. They demonstrate good small-muscle control as they move small beads along wire frames skilfully. Children develop good communication and language skills. The childminder talks to children during daily routines and sings rhymes to teach them new words. Children develop creative skills well. The childminder offers paint, crayons, chalk and different textures and materials for children to support the creation of their work.

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

- The childminder links a broad variety of activities to children's interests and skills. Children concentrate well and are motivated to learn. They make good progress.
- Children learn how to take turns. For instance, the childminder shows children how to take turns to cuddle a soft toy. They learn how to share toys and resources with others.
- The childminder helps children to learn good mathematical skills. For example, the childminder teaches children mathematical vocabulary, such as 'more' and 'less', 'big' and 'small'. She sings counting songs and rhymes. The childminder also uses everyday routines to teach children counting skills.
- Children have good opportunities to learn about music. They enjoy listening and singing along to an electronic singing dinosaur. They use musical instruments and explore the sounds they make.
- Children develop good social and imaginative skills. They create stories and take on different roles as they get involved in pretend play, such as home corner activities.
- The childminder has good links with parents. She views communication as important. The childminder keeps parents up to date on children's progress and provides useful ideas on how to support their learning at home.
- Children engage well and persevere with tasks. For example, younger children learn how to empty and refill containers skilfully and patiently. They work out

how to operate simple electronic toys to produce different effects.

- The childminder reflects on her work to improve practice. For instance, she reviews activities at the end of each day and sets goals to build ongoing improvements.
- The childminder keeps her skills and knowledge up to date. For example, she reads information sent by early years organisations covering different aspects of care and learning. The childminder exchanges ideas and information with other childminders to improve practice.
- Children learn how to behave in safe ways. For instance, the childminder teaches children how to use the stairs with care and caution. She teaches them about road safety to protect them from accidents while crossing the road.
- The childminder promotes healthy lifestyles. For example, she gives children nutritious meals and healthy snacks. Each day, she gives children good opportunities to develop a range of physical skills.
- The childminder has begun to help children to gain understanding of the world. However, this has not been developed to support children's understanding of the world fully, in particular how things grow.
- Although children can access some resources for themselves, some are not widely accessible to promote children's independence and free choice, particularly books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder protects children from harm. She knows the possible signs and symptoms to indicate that a child might be at risk of abuse. The childminder has good understanding of procedures to follow to protect children from harm. She is vigilant to any signs that a child could be at risk from others' extreme ideas or behaviour. The childminder understands what to do, and the relevant agencies to report any concerns, to protect children from harm. She keeps her home safe and clean. The childminder carries out risk assessments in her home to reduce the risk of accidents.

What does the setting need to do to improve?

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

- consider ways to further develop children's understanding of the world, such as how things grow
- review the accessibility of resources, especially books, to enable children to choose and share freely.

Setting details

Unique reference number	2572014
Local authority	Havering
Inspection number	10239296
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 9
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Hornchurch in the London Borough of Havering. The childminder provides care for children from 8am to 6pm all year round except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent, while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022