

Childminder report

Inspection date: 10 June 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations of what children can achieve. She plans a curriculum of activities that helps children to build on their initial interests. Children have plenty of opportunities to develop physical skills, such as good hand muscle control. Young babies develop their ability to concentrate as the childminder engages them well with books and stories. The childminder consistently sings songs and rhymes to children. Babies respond positively to this. They attempt to copy her patterns and rhythms of speech. The childminder ensures she gathers background information about children when they start. She provides activities that align with children's interests and abilities from the outset. This helps children to quickly settle and develop their sense of belonging.

The childminder readily offers children cuddles and reassurance should they become upset. This helps children to build their attachment with her and feel secure in her care. The childminder role models positive play for children. Children have plenty of mark-making opportunities and learn to handle writing tools from an early age. They enjoy moments of imaginary play with pretend fruit and vegetables. The childminder provides opportunities for children to develop their early social skills. She takes them on visits to the local park and playgroups for opportunities to interact with peers.

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

- The childminder establishes consistent daily routines for children. Her good partnerships with parents enable her to create transitions in the children's day that mirror those children experience at home. She promotes children's good diet and healthy eating. Subsequently, children know when it is time for their rest and play. Children display hearty appetites as they eat their meals and snacks.
- The childminder equips her home with a good variety of age-appropriate toys and resources. She creates an inviting environment for children. Babies are familiar with her well-organised layout. The childminder engages children in plenty of focused activities. For example, she sits with them to promote their role play. Babies learn how to handle toys well as they build and fill and empty containers. However, during these moments, the childminder is sometimes overly directive. This interrupts babies' independent explorations and ability to choose activities for themselves.
- The childminder has a nurturing disposition. She consistently provides impactful praise and gentle reminders to further support children's understanding of expected behaviours. She models good manners and turn-taking during her back-and-forth interactions with children. Consequently, children play calmly in her home and handle the resources respectfully.

- The childminder labels toys and objects for children as they play with them. She describes objects and the actions babies take to manipulate them. Babies copy her single words, such as the names of colours. They learn to count and say some alphabet sounds. However, at times, the childminder's approach to supporting children's developing language is less effective. She asks questions in quick succession without giving time for babies' responses. This does not fully support children's ability to build on their existing vocabulary.
- The childminder promotes children's understanding of early mathematical concepts in play. She skilfully repeats numbers to the children in the correct sequence as she places objects for them to handle. This supports their early mathematics. Children begin to use counting in their play.
- Parents say they are happy with the care the childminder provides. They feel their children develop their social skills and love of books in her care. Parents receive advice and guidance from the childminder on how they can support their children's learning at home.
- The childminder attends training to help further develop her understanding of child development and safeguarding. She understands her safeguarding responsibilities well. She makes appropriate risk assessments of her premises and children's activities. This helps to ensure that children make progress in their physical, emotional and social skills and feel safe in her care.

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:

- increase opportunities for children's independent exploration so they develop their ability to make their own choices and decisions in their play
- strengthen support for babies' developing language and communication during focused activities so they have consistent opportunities to build their vocabulary further.

Setting details

Unique reference number	2599014
Local authority	Havering
Inspection number	10352944
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	2
Number of children on roll	4
Date of previous inspection	26 January 2023

Information about this early years setting

The childminder registered in 2020. She lives in Romford, in the London Borough of Havering. She operates from 8am to 6pm Monday to Friday all year round. She provides funded early education to children aged two, three and four years. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector via a telephone call.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector completed a leadership and learning walk 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.

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 2024