

Childminder report

Inspection date: 5 January 2023

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 play happily with their friends in the childminder's home. They enjoy a wide range of fun and stimulating activities. For example, children enjoy messy play, explore sensory trays and thread beads. Children choose what they want to play with. They express their likes and dislikes. When children enjoy an activity, they can play with it for an extended period. Children spend plenty of time practising new skills. They make progress and are well prepared for the next stage of their education.

Children behave well. They have strong relationships with the childminder and her assistant. Children enjoy playing alongside each other. They are learning to share and take turns. When children struggle with their emotions, they receive swift support from the childminder and her assistant. Children are learning to express their feelings in a safe way.

Children's language skills are well supported. They are learning new vocabulary. They talk to the childminder, her assistant and their friends throughout the day. For example, children learn about colours and shapes. They explore different-coloured shapes and repeat new words that they hear. Children are becoming confident talkers. They use the language they have learned when they play with their friends.

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

- The childminder and her assistant have a strong overall understanding of how children learn. They plan a varied curriculum that considers the breadth of skills and knowledge children need to learn. The childminder and her assistant have high expectations of the children. They know the children well. They use their previous experiences and interests to develop activities. Children enjoy learning and try hard.
- The childminder assesses the children's learning effectively. She works with her assistant to identify what children know and can do. The childminder and her assistant share assessments with each other and parents. This helps them to plan a curriculum that considers the next steps of all children. Children are well prepared for the next stage of their education.
- The childminder and her assistant support children to develop their communication skills. For example, children enjoy singing and have lots of opportunities to move and sing to music. Children learn the words to familiar songs. They sing 'Twinkle Twinkle Little Star' as they shake instruments and clap their hands. Children read stories and listen attentively to the assistant. They receive specific praise when they listen well. For example, the assistant says, 'You are sitting nicely.' Children are engaged and happy. They have lots of

opportunities to use new language.

- The childminder and her assistant plan some opportunities for children to play outdoors. However, the childminder has not fully explored opportunities to extend the time children spend outside in the garden. Opportunities to explore the local area are infrequently planned. Children do not always have enough opportunities to develop their physical skills.
- Partnerships with parents are strong. Parents say that they are happy that their children make progress in their learning. The childminder makes links between what children learn at home and what she wants them to learn next. Parents agree that communication is very effective. This helps them to extend their children's learning at home.
- Care practices are effective. Children enjoy mealtimes and feed themselves. They learn to wash their hands and use the toilet. During play, children find their own paper for artwork. Children are becoming independent and gaining confidence.
- The childminder understands that children need to learn about differences between people. She plans opportunities for children to learn about other cultures. Children cook a variety of world foods with the childminder. She helps children to explore stories, artwork and crafts from other cultures. This helps children to understand and respect the differences between communities in the world.
- The childminder works with her assistant to plan activities to support children's learning. However, the childminder does not fully evaluate how she organises the activities and deploys her assistant. Occasionally, not all children are fully engaged in learning.
- The childminder is reflective of her practice. She arranges regular training for herself and her assistant. This helps them to further develop their knowledge and understanding of how children learn. For example, they have recently completed a creative learning course. This consistently translates into improvements of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of how to keep children safe. They can identify signs that may give rise to concern about the welfare of children. The childminder and her assistant know where to go to report their concerns. They conduct regular risk assessments to keep children safe. The childminder implements robust recruitment practices. She ensures that all adults remain suitable to work with children. The childminder and her assistant have a whistle-blowing policy that they follow to report concerns about adults with access to children.

What does the setting need to do to improve?

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

- develop the organisation of activities and deployment of assistants to help all children to be consistently engaged in learning
- extend opportunities for children to spend time outside.

Setting details

Unique reference number	2605876
Local authority	Havering
Inspection number	10251688
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Romford. She provides care for children all year round, from 7am to 6pm. The childminder holds a recognised early years qualification at level 4. She works with an assistant.

Information about this inspection

Inspector
Kate Daurge

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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