

Childminder report

Inspection date: 27 April 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 are happy and confident in this organised, warm environment. They enjoy close bonds with the childminder who knows and values each child highly. She interacts with children in positive ways, such as by smiling and using lots of eye contact. Children settle securely and are motivated to learn.

The curriculum contains variety and balance. Children make good progress and learn valuable skills in preparation for school. Children gain good mathematical skills. The childminder teaches them about capacity as they fill and empty buckets. She uses visual resources, such as flash cards, to teach children the names of different shapes. Children enjoy counting together and count securely to 10. They develop a good understanding of the world. For instance, children dig in soil, and the childminder teaches them to observe insects. She reads books about insects to children to support their knowledge. Children plant and grow flowers in the garden, and this supports their understanding of how things grow. Children gain good physical skills. For example, the childminder takes children to the local park each day where they practise different skills, such as running, balancing and jumping.

Children learn to accept and respect difference. For instance, the childminder encourages parents to send traditional meals and snacks from their countries for the children to taste. She reads books on different religions and cultures to children to develop their awareness.

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

- The childminder is highly organised and provides children with good access to a wide range of activities, toys and resources. She observes children regularly and uses this information to provide suitably challenging activities that support their learning.
- The childminder manages children's behaviour in effective ways. She is patient and calm and explains why some behaviour is not appropriate. The childminder tries to resolve things fairly and uses praise to promote positive behaviour. Children behave well.
- Children gain good communication, language and literacy skills. For example, the childminder provides imaginative storytelling sessions, often enabling children to re-enact stories for themselves. She sings nursery songs and rhymes, and children learn new words.
- Children learn to share and take turns. For instance, they share whiteboard markers as they draw on whiteboards. The childminder organises group games, where children learn to wait for their turn.
- Children enjoy a variety of creative activities and develop good skills. They explore different textures and observe changes as they mix flour, water, paint

and oil together. Children enjoy creating pictures using different tools and materials, such as markers, paint and chalk.

- Children learn to do things for themselves. They learn to put on their shoes and coats. Children prepare their own fruit during snack time, such as peeling satsumas.
- The childminder helps children to understand their emotions. She organises group activities using visual resources, where children learn to recognise and name different emotions. The childminder talks to children about their feelings and how to manage them.
- Children behave in safe ways. The childminder teaches children how to use the stairs with care and caution. She teaches them about road safety, and children behave in safe ways when they go on outings.
- The childminder ensures that the lunch provided by children is stored appropriately. She provides healthy snacks and fresh drinking water and teaches children about the value of eating well.
- The childminder works successfully with parents. She ensures that she gives daily verbal feedback to parents on children's activities and progress. The childminder works closely with parents to support children's development, such as sharing ideas to support their physical skills.
- The childminder is committed to enhancing her skills and knowledge. For example, she has obtained a level 5 diploma in early years leadership. The childminder strives to continuously improve her practice and sets relevant goals. For instance, she plans to attend training to learn how to support children who have special educational needs and/or disabilities.
- The childminder has begun to teach children about oral hygiene by encouraging children to brush their teeth after eating. However, this has not been fully developed to support children's understanding further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regards children's safety with high importance. She is fully aware of possible indicators that a child might be at risk of abuse and knows procedures to follow to keep children safe. The childminder completes regular training to update her safeguarding knowledge. She ensures that her home, toys and resources are checked regularly to reduce the risk of hazards.

What does the setting need to do to improve?

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

- develop children's awareness of good oral hygiene further to support their understanding of how to keep teeth and gums healthy.

Setting details

Unique reference number	2614188
Local authority	Newham
Inspection number	10281011
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Plaistow, in the London Borough of Newham. The childminder provides care for children from Monday to Friday, 9am to 5pm, all year round, except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years. The childminder holds a diploma in early years leadership.

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 childminder and has taken that into account in their evaluation of her setting.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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