

Childminder report

Inspection date: 15 June 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 have lots of happy and joyful experiences in the childminder's welcoming home. They know that the childminder will listen to them and provide cuddles or reassurance when needed. This helps children to settle quickly and feel safe and secure. Children take part in learning that promotes their understanding of their local community. For example, they regularly attend local playgroups. This helps children to build their confidence, as they interact with a wider range of children and adults. Consequently, children learn about the different people who live in their community and begin to understand their similarities and differences. This helps them to be respectful and tolerant of others.

Children behave well and are proud of their achievements. They understand the childminder's high expectations and play harmoniously together. Children show that they feel confident and at ease. They make choices about their play and chat happily with others. Children enjoy their learning and show positive attitudes throughout the routines and activities. For example, children are curious to investigate how the texture of sand changes as they add water. They show imagination and develop simple storylines by incorporating toy animals and figures into their play.

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

- The childminder is extremely professional in her approach and manages her setting well. She and her co-childminder are committed to providing high-quality provision for all children. They have forged strong links with their local authority and use these effectively to drive further improvements.
- The childminder observes children and monitors their development well. She uses what she knows about them to plan stimulating activities, which help them to build on what they know and can do. For instance, the childminder uses the children's interest in water play to support their physical coordination and introduce them to new words.
- Children develop the skills and attitudes they need to help them to succeed in their future learning. They develop a love of books and enjoy songs, rhymes and stories as part of their daily routine. Children show that they are confident with key mathematical concepts as they count and compare sizes spontaneously during their play. They display high levels of independence with their personal care and are keen to feed themselves and put on their own clothing.
- The childminder recognises spontaneous opportunities to extend children's knowledge. However, she does not always consider their previous experiences and levels of understanding when introducing new ideas and concepts. Therefore, at times, children do not understand what is being taught.
- Children learn about the importance of a healthy lifestyle. They enjoy freshly

prepared meals and snacks each day, which helps them to make positive choices about food. Children learn to wash their hands at appropriate times and clean their teeth as part of the daily routine. They benefit from daily opportunities to be physically active in the fresh air. This helps to promote children's good health and well-being.

- The childminder and her co-childminder are positive role models for children. They teach children to use good manners and regularly praise them. This helps to build children's self-esteem and confidence. Children play together well and show respect and kindness to each other.
- The childminder encourages quality conversations with children and skilfully introduces new vocabulary during their play. She incorporates some visual aids during daily routines and activities, such as picture cards that illustrate the rules for behaviour at 'learning time'. Therefore, all children, including those who speak English as an additional language, become confident communicators.
- The childminder is committed to continuous professional development and attends a broad range of training. She demonstrates how she implements her learning to improve the outcomes for children. For instance, she uses her training on 'picky eaters' to develop children's confidence in tasting new foods, so that they can enjoy a healthy and balanced diet.
- Parents are extremely complimentary about the quality of care and education that their children receive. They state that the childminder 'treats children like they are her own' and describe the strong bonds that their children have with her. Parents say that information is shared effectively, electronically and through regular conversations. This helps to ensure that there is a shared approach to children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She has a thorough knowledge of the signs and symptoms of child abuse and recognises the potential risks from issues such as radicalisation. The childminder knows how to report any concerns and to seek advice from local safeguarding partners if needed. She knows how to report any allegations or concerns about herself, her co-childminder, or members of her household. The childminder regularly checks her home and resources to remove or reduce any risks. She follows good hygiene routines and robust procedures to help keep children safe.

What does the setting need to do to improve?

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

- make better use of what is known about children's previous experiences, to ensure that spontaneous learning opportunities are meaningful and relevant to

their learning.

Setting details

Unique reference number	2636968
Local authority	Havering
Inspection number	10295689
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	3 to 4
Total number of places	3
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 Romford in the London Borough of Havering. The childminder works with a co-childminder. They offer their service Monday to Friday from 7.30am to 6pm, throughout most of the year. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder showed the inspector the areas of her home that she uses for childminding.
- The inspector observed a range of learning experiences and had discussions with the childminder to help her to evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

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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