

Childminder report

Inspection date: 19 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home. Children eagerly join in play and quickly become engaged in their learning. They enjoy the time they spend in the childminder's care. Children are extremely happy and settled. They have a strong bond with the childminder, which supports them to feel safe and secure. Children explore freely and select activities that they are interested in. They understand the familiar routine and listen to the childminder. Children behave very well. They eagerly help the childminder to tidy up the outdoor equipment before moving inside. Children are kind and helpful. For example, without prompting, they go to gather the inspectors' shoes when she is getting ready to join them outside.

The childminder considers the interests and needs of all children. She plans ambitious activities that challenge all children and capture their attention. For example, children excitedly gather magnifying glasses and hunt for bugs and leaves in the garden. The childminder encourages children to describe the different textures and shapes they see on their hunt. Children are eager to do things for themselves and make their own decisions. For example, they put on their own coats and shoes. Children decide what they would like to eat for lunch and help the childminder name the different ingredients she needs to include. The childminder takes children to a range of activities, events and places of interest in the community. For example, children go on bus trips to the local park and shops. The childminder helps children to explore the natural world around them and learn about people who help them. Children regularly visit the recycling bank to drop off what they have collected. This enables children to deepen their understanding of how to look after their environment.

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

- The childminder confidently talks about what children are learning and what they can do. She knows children well and regularly observes children's interests and ongoing development. The childminder monitors their progress to identify any gaps in their learning. The childminder is passionate about preparing children for school, when the time comes. She uses her in-depth knowledge to plan activities that help children to become independent and confident learners. Children are very much involved in planning the curriculum and their learning.
- The childminder has a kind and consistent approach to nurturing children's good behaviour. She uses lots of positive interactions and praise to motivate them. Children respond positively to the childminder's praise by eagerly following simple instructions and using their manners. For example, children start their sentence by, 'Please may I have'. When they finish an activity, they declare it is time to tidy up before moving on to the next activity.
- Overall, the childminder is reflective of her practice. She knows what she is

doing well and what could be further developed. The childminder regularly completes mandatory training. She is aware she would benefit from further professional development opportunities to enhance her good knowledge and teaching even further.

- Children's language skills are well supported. The childminder selects the new vocabulary that she wants to teach children. For example, when children wash their hands, she describes the water as 'tepid' and explains what this word means. Children are extremely confident talkers, who engage in back-and-forth conversations.
- Children are inspired to develop their mathematical skills. They show great enjoyment as they count and match numbers to flashcards. Children ask the childminder 'what is the next number' and together they count until they get to the number they are looking for. The childminder skilfully gives children the time and space to figure out any difficulties independently.
- Parents speak very highly of the childminder. They comment that she provides a 'home from home'. Parents appreciate the regular communication, to help them know what their children are learning and experiencing. They explain that their children come home excited after their time with the childminder and sharing all the things they have learned. The childminder has created an open-door policy. However, the childminder understands she could build on how she provides parents with more opportunities to contribute to the overall evaluation of her provision.
- The childminder promotes healthy lifestyles. She offers children fruit for snack and prepares home-cooked meals. Children show a strong understanding of hygiene practices. For example, they show the inspector their hands after washing them and explain they need to 'take away the germs'. Children have regular access to the garden. They enjoy running and pushing the buggies around. This supports their physical development and well-being.

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:

- consider ways to offer parents further opportunities to share their experiences of the setting to continue to drive continuous improvement
- develop further opportunities for professional development to develop the quality of education even further.

Setting details

Unique reference number	2649774
Local authority	Havering
Inspection number	10333032
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Harold Wood, in the London Borough of Havering. The childminder operates throughout most of the year, from 6.30am to 6pm, Monday to Friday. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the childminder has 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 the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder explained her intentions for children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading their written testimonials.
- The childminder provided the inspector with a sample of key documentation.

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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