

Childminder report

Inspection date: 7 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder warmly greets children as they arrive to begin their day. Children happily run into the safe and homely setting. They shout with joy as they see their friends and give them a hug before running off to explore. The childminder has developed strong relationships with children. She offers them comfort and reassurance when they become upset at missing their parents. Children are quickly distracted, demonstrating their security within the setting, and resume their activities once more.

The childminder has high expectations of children, and the behaviour of children is good. The childminder encourages children to be independent. Children put on their own shoes ready for a walk to the park and attempt to do their jackets. Children independently wash their hands before snack and after messy play activities. Children are confident to ask for help when needed.

The childminder emphasises to children the importance of being kind to each other and sharing resources. She offers children lots of praise and encouragement, which builds children's confidence. Children are eager to explore. They show sustained concentration while engaging with the experiences that the childminder provides as part of her ambitious curriculum.

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

- The childminder knows the children well. She tracks children's development accurately and can confidently discuss the progress that children have made since starting. All children have appropriate next steps in place to continue to challenge them and work towards what they need to learn next. Children leave well prepared for the next stage of their learning.
- Overall, the curriculum for communication and language development is well implemented. The childminder provides a language-rich environment for all children, including those who speak English as an additional language, to help them begin to develop early language skills. Children clearly repeat familiar words after the childminder, which builds their vocabulary. However, occasionally, the childminder slips into using baby language, such as 'num nums' or 'yum yums' for food. This can cause confusion among children, especially those who speak English as an additional language, as to what is being communicated.
- The childminder is adept at allowing children the freedom to enhance the play experiences or activities on offer. During a walk to the local play park, children want to stop and look at flowers. The childminder promotes this interest by allowing children to smell the flowers, naming them, and talking about their different colours. Similarly, during a painting activity, the childminder allows children to bring other items to the table outside of the paint, brushes and glitter

that she has set up. Children explore with finger painting and bring dinosaurs and cars to compare the marks that different objects make on paper.

- The childminder has some clear rules and boundaries in place for children. However, when new circumstances arise and the childminder wants to convey to children that they should not do something, she does not always clearly explain why to the children. This means that they are not supported to make better choices in the future. For example, while at the park, when children come down the slide and go back round to the stairs, instead of choosing the clear path, they run by a swing that is occupied by another child. The childminder ensures their safety and tells them that there is a child on the swing and they must not go this way, but does not tell them that they could be hurt if hit by a swing.
- Partnership with parents is good. Parents describe the childminder as patient and as having a natural connection with children. The childminder keeps parents well informed about their children's learning and development and how learning can be supported further at home.
- The childminder is reflective in her practice. She seeks regular feedback from parents, children, and other childminders who she works closely with. The childminder continues to attend training that will further her own professional development and increase her knowledge and understanding of how to best support the children 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:

- ensure that the correct pronunciation of words is used with all children, especially those children who speak English as an additional language, to avoid confusion
- ensure that children understand why rules and boundaries are in place and the consequences of their actions for themselves and others.

Setting details

Unique reference number	2663607
Local authority	Newham
Inspection number	10350576
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	2 to 2
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 Gallions Reach, in the London Borough of Newham. The childminder's service is known as 'Little Bears'. She operates her childminding service from Monday to Friday, throughout most of the year. The childminder holds a level 3 childcare qualification. The childminder accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie OLeary

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 the setting.
- 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.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having 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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