

Childminder report

Inspection date: 23 January 2025

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 safe and welcoming home from home. She is tuned in to children's individual characteristics and provides kind and attentive care. For example, the childminder notices when children who are new to the setting need help to join in with activities. She sensitively supports them, showing them what to do and praising their efforts. This helps children to settle and feel secure. They show that they feel happy and confident as they make choices from the good range of toys and activities. The childminder has high expectations for all children. She praises them often, which motivates them to behave well and supports their positive attitudes to learning. Children respond positively to the childminder's gentle guidance. They are kind and friendly to others and willingly help with tasks such as tidying up.

The childminder implements an ambitious curriculum that builds on what children know and can do. The daily routines and activities help children to prepare for the next stages in their learning. For example, there is a strong focus on developing children's independence with self-care skills. Therefore, children practise and become competent with tasks such as putting on their coats, washing their hands and using the toilet. This puts them in good stead for starting school.

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

- The childminder uses ongoing observations and assessments to track children's progress and identify what they need to learn next. This ensures that she quickly notices where children need extra help with their learning. She liaises effectively with parents and other professionals to support children as effectively as possible. Children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Overall, the childminder provides good support for children's language development. She talks to children throughout the day, shares books with them and asks them questions. Children also enjoy fun and interactive music sessions each week, where they learn new songs and rhymes. These experiences encourage children's listening and speaking. However, the childminder does not always consider how to broaden children's vocabularies further, such as by introducing a rich variety of new words as they play.
- The childminder helps children to experience healthy lifestyles. Children are provided with nutritious meals and snacks, which encourages them to enjoy a healthy and varied diet. The childminder makes sure that children have access to exercise and outdoor play daily to support their physical health and well-being. Children learn that it is fun to be active. They are keen to join activities, such as action rhymes, that teach them to control and coordinate their movements.
- Children learn about their local community on outings to parks, a library and the

local fire station with the childminder. She teaches them about various cultural events, such as Christmas and Lunar New Year. However, she does not always promote effectively children's understanding of their similarities and differences, such as by celebrating the languages and traditions of children attending.

- The childminder knows children well. She plans activities that challenge their abilities and encourage problem-solving. For example, children explore how to use different tools to shape dough. They refine new skills and work out what they need to do next. This supports their confidence and positive attitudes to learning.
- The childminder and her assistants reflect daily on their practice and how they can provide children with the best start to their learning. They complete mandatory training and seek out other professional development opportunities, such as online training. The childminder explains that this has helped her to better understand and support the needs of children with SEND.
- Parents describe the childminder's 'special bond' with children and are happy to leave children in her 'safe and nurturing' care. Parents appreciate the regular feedback on their children's learning, which helps them to continue this at home. They recognise the progress children make through the childminder's guidance.
- The childminder has not notified Ofsted that she is working with assistants, which is a condition of her registration. However, her co-childminder has notified Ofsted, and the required suitability checks for the assistants have been completed. Therefore, there is no impact on the children. The childminder is aware of what she must notify Ofsted of in the future.

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:

- further strengthen the support for children to build on their language skills and vocabulary
- build further on the opportunities for children to learn about their similarities and differences to others.

Setting details

Unique reference number	2681099
Local authority	Havering
Inspection number	10260172
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	0 to 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works from her co-childminder's home in Hornchurch, Essex. The childminder provides childcare from Monday to Thursday, 7.30am to 6pm, all year round. She works with a co-childminder and an assistant. The childminder offers the government funded places for childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector the areas of the premises used for childminding. She explained how she and her co-childminder organise the provision to support children's learning and welfare.
- The inspector observed a range of routines and learning experiences to help evaluate the quality of education and the impact on children's learning. She spoke to the childminder about her curriculum and intentions for children's learning.
- The inspector spoke to the children and to other adults working in the setting to help assess their experiences of the provision. She also took account of parents' written feedback.
- The childminder ensured that documents, including her paediatric first-aid certificate, 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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