

Childminder report

Inspection date: 4 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and stimulating environment for the children in her care. She prioritises giving children choices about how they play and provides access to high-quality resources to enable child-led learning experiences. For example, children incorporate pots and pans into a sand activity and pretend to cook together. Children show high levels of engagement and enjoyment as adults join them in their play to enhance and extend learning.

The childminder and her assistants know the children very well and tailor the curriculum to meet their individual needs. They place an appropriate priority on building children's communication and language skills and explain how they support this progression over time. With younger children, adults introduce and repeat new vocabulary. Older children are engaged in discussions that promote thought and conversation. For example, adults invite them to predict if different vegetables will float or sink. Children make good progress over time, with older children demonstrating strong attention and listening skills and notable self-confidence.

The childminder is a positive role model for young children. She works with her assistants to model polite and respectful relationships. This leads to a calm and purposeful environment in which children show respect for each other.

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

- The childminder and her assistants have secure relationships with children. They are consistently warm and reassuring in their interactions, supporting children to grow in confidence. For instance, children giggle with delight as adults play chase with them in the garden. Adults praise children often and are specific about what they have done well, further building children's confidence and self-esteem. Children clearly feel safe and valued.
- The childminder and her assistants are strong models of spoken English. They constantly talk to children, modelling and explaining new vocabulary. For example, they teach children new vegetable names, such as 'aubergine'. Adults actively listen to children and respond to everything they say, teaching them that their thoughts are important. Children develop into confident communicators and are well prepared for their next stage of learning.
- The childminder explains the importance of giving children experiences that broadens their understanding of the world, such as going on nature hunts. Her assistants are particularly skilled at keeping young children engaged in activities and routines. For example, they use a song to keep children on task while handwashing. However, there are occasions when the childminder does not consistently allow children to do more for themselves to develop their self-care and independence skills, most notably at mealtimes.

- The childminder understands the importance of teaching children about healthy lifestyles. She teaches children how to brush their teeth and encourages them to try new foods. For example, they squeeze and taste lemons together as they make a healthy version of lemonade. In warmer weather, adults ensure children are wearing sun cream prior to going outside for fresh air and exercise in a safe and spacious garden. As such, children begin to develop healthy habits.
- The childminder ensures all children are included in her setting. For instance, adults support children who are learning to speak English as an additional language by using flash cards to communicate routines. Adults also learn key words in the children's home languages. The childminder has invested in books that represent children from diverse backgrounds and plans celebrations for a range of cultural events. This supports all children to feel represented.
- The childminder and her assistants work together to deliver consistent rules and predictable routines. Children know what is expected of them and this is reflected in their positive behaviour. For example, despite having to wait a long time for their lunch, young children remain seated and wait patiently. They listen to their familiar adults and are quick to follow instructions. Adults model and promote good manners, and therefore, children remember to say 'please' and 'thank you'.
- The childminder is aware of her responsibilities and takes these seriously. Her assistants comment that they feel well supported and are happy in their work. They share that their happiness impacts directly on the children due to the consistently calm and positive atmosphere. Parents comment that they are pleased with the progress their children have made since joining this childcare setting.

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 how to further promote children's independence and self-care skills, particularly at mealtimes.

Setting details

Unique reference number	EY266822
Local authority	Havering
Inspection number	10360928
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 8
Total number of places	10
Number of children on roll	21
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Gidea Park, Essex. She operates all year round from 7am to 7pm, Monday to Friday. The childminder provides funded early years education for two- and three-year-old children. She works with two assistants, one of which holds a level 4 childcare qualification.

Information about this inspection

Inspector

Nicola Baker

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- 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.

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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