

Childminder report

Inspection date: 30 March 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children's daily routines and their activities are facilitated well by the childminder and her assistants. They have high expectations for all children. Throughout the day, there are activities designed to include all children, for example a 'sports day' in the garden. At other times, children do small group work with those of a similar age. Pre-school children practise their early pencil skills, while younger children read a story in another room. This helps to ensure children are concentrating on the next steps in their learning as well as developing close friendships with others.

Children learn about their differences and similarities. Inclusive planning means children with special educational needs and/or disabilities are supported to access the whole curriculum. The childminder has a wide range of books and toys that promote children's awareness of disability, ethnicity and communities. This encourages children to be accepting and tolerant. Babies settle quickly into the childminder's home and respond positively to the routine. Children behave well throughout the day. All children receive attention and affection which supports their emotional well-being and ensures they are happy to play. This is particularly important for those children who do not have fixed hours across the week and those who stay overnight. Staff settle children in for their day and support them to join their friends. This helps children to feel safe and secure in the childminder's home.

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

- Children are invited to make choices about their play by recording their interests on a 'choices board' using magnets. The childminder uses this feedback to plan for children's learning. For example, based on feedback about the fish tank, children made their own mini-aquariums in jars using stones, beads and colourful objects.
- The childminder uses the settling-in period to gather information about every child and start building communicative relationships with parents. She gets to know children's individual interests and develops a good understanding of what they know and can do. She uses this information and regular observations to plan a range of activities and experiences to ensure children make good progress.
- Staff support children throughout the day and help them engage with activities. For example, children learn sports skills such as throwing and catching. However, staff often miss opportunities to introduce mathematical vocabulary to support children's developing numeracy skills.
- Overall, children behave well. They know the setting rules that are there to keep them and their friends safe. Sometimes, children have to be reminded of the rules. The childminder and her assistants speak gently to children and ask them

to think about how their behaviour has an impact on others. This helps children learn to understand right from wrong.

- Children help serve lunch to their friends. They sit together at the table where each child has their own age-appropriate cutlery set. Babies learn to use a fork and spoon, while older children show their cutting skills with their knives and forks. The childminder provides healthy food, which children thoroughly enjoy. They learn good table manners and their ability to contribute to the smooth running of mealtimes boosts their confidence.
- Children's independence is very well supported. Children learn to dress and undress, for example, when they get into their sportswear to do yoga. Adults support younger children to dress and put on coats. Older children can put on and zip up their coats to go outside. This helps children to become self-sufficient and take responsibility for getting themselves ready.
- Children learn to look after their health and personal hygiene. They brush their teeth, wash their hands and learn to use the toilet. Children proudly show off the stamp they get when they wash their hands. This gives children the skills they need to manage their self-care independently.
- The childminder takes care of her home and resources. She reads extensively about new ideas to enhance children's experiences and learning. For example, the childminder has recently invested in 'sports day' resources to support children's physical development. However, sometimes, her assistants lack the knowledge and experience to implement these ideas effectively and, as a result, teaching is sometimes inconsistent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of local safeguarding procedures and the actions she should take if she has any concerns about the welfare of a child. The childminder ensures her assistants know how to identify the signs and symptoms of abuse and how to report concerns. The childminder and her assistants regularly update their knowledge of child protection issues through training and discussion. The childminder's home is risk assessed and she takes swift action to address hazards and maintain a safe working and learning environment. The childminder conducts fire drills and checks fire safety apparatus such as extinguishers and alarms regularly.

What does the setting need to do to improve?

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

- build on professional development for assistants to strengthen their knowledge and raise the quality of teaching even further
- make the most of opportunities to introduce mathematical language into

children's play to boost their early numeracy skills.

Setting details

Unique reference number	EY267404
Local authority	Newham
Inspection number	10138149
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 5
Total number of places	12
Number of children on roll	15
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2003. She lives in Plaistow in the London Borough of Newham. She operates a flexible childminding service from Monday to Friday, including overnight care, all year round. The childminder works with seven assistants on a rota to offer support when required. The childminder provides free early education for children aged two, three and four years. The childminder holds a relevant early years childcare qualification at level 3.

Information about this inspection

Inspector

Trina Lynskey

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision, and discussed the safety and suitability of the premises.
- The childminder took the inspector on a learning walk to explain her curriculum and how she supports children to make progress.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning during an adult-led activity.
- The inspector viewed relevant documentation, including evidence of the suitability of the childminder and her assistants and their qualification certificates.

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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