

Childminder report

Inspection date: 10 July 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	Met
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What is it like to attend this early years setting?

The provision is good

Children have fun as they learn, and they show high levels of emotional well-being. The childminder interacts well with children, and good relationships between them are evident. For instance, children giggle with excitement during their interactions with the kind and friendly childminder. Younger children come to the childminder for comfort when tired, which she happily provides.

The childminder has planned a well-sequenced programme of learning. She has high expectations of what the children can achieve. Children demonstrate a positive attitude to learning and focus on activities that interest them for prolonged periods. They confidently develop the skills they will need for the next stage in learning. For instance, they complete tasks independently, such as dressing themselves for outdoor play, washing their hands and taking themselves to the toilet. The childminder provides lots of encouragement and praises them for their efforts. Children demonstrate pleasure in their achievements, such as saying, 'I did it.' These positive experiences help children to develop a sense of pride in their accomplishments.

Books and stories are a central part of the everyday routines. Children regularly choose books to read with the childminder. They show high levels of concentration as the childminder reads to them with energy and enthusiasm. Children complete actions to familiar books and tell the childminder what is going to happen next. This helps to encourage children to develop a love of books and reading.

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

- The childminder carefully plans learning opportunities to help children make good progress in all areas. For example, children develop their fine motor skills and hand-eye coordination while painting with brushes, sponges and their hands. However, there are occasions when the youngest children are not as engaged in learning.
- The curriculum for communication and language supports all children to become confident speakers. The childminder responds well to what children are saying and leads high-quality, two-way interactions.
- Children make good progress from their starting points. The childminder takes the time to get to know each child she cares for. She gathers detailed information from parents about their child's existing achievements and needs. Regular observations help her to check children's development. All children have clear next steps to support them in their development on their road to their next setting.
- Children behave well. The childminder sets clear rules and boundaries to guide their behaviour and help them to keep themselves safe. She praises children for

their kind actions towards one another, for instance, when older children help younger children. The childminder talks to children about the impact their actions have on others. This helps children to build positive relationships with their peers. Children's social skills could be further supported if activities were better organised to promote the best social interactions.

- The childminder incorporates mathematics into children's everyday experiences. Children regularly count throughout their play. During a reading activity, the book describes characters as 'tall' and 'small'. The children and the childminder use this language to talk about each other and make comparisons using real-life examples. Learning these early mathematical concepts sets children up for the next steps on their learning journey.
- There is a strong focus on 'keeping our bodies healthy' and children know which foods are good for them and which are a treat. They practise cleaning their teeth in the morning. This means children leave this setting with a good understanding of how to make the right choices to keep themselves healthy.
- Children benefit from a range of opportunities to explore the outdoors. For example, they learn about the life cycle of fruit trees and take managed risks climbing a small ladder to pick plums. Children display good physical skills as they jump, dance and climb both indoors and outside.
- The childminder has a clear understanding of the areas she does well in. She keeps all her mandatory training current. She is committed to maintaining her knowledge through actively engaging with childcare updates and workshops.
- Relationships with parents are good. The childminder keeps parents updated throughout the day by sending them messages and photos. Parents state that their children have developed their confidence, independence and language skills since attending the childminder's 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:

- adapt the curriculum for younger children to help them engage consistently in purposeful learning
- consider ways to improve the organisation of activities, including seating arrangements, to best support children's interactions with others.

Setting details

Unique reference number	EY308030
Local authority	Havering
Inspection number	10346999
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 August 2018

Information about this early years setting

The childminder registered in 2005 and lives in Hornchurch, in Essex. The childminder operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Michaela Hipwell

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on 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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