

Childminder report

Inspection date: 7 May 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

Children are happy and form secure emotional attachments with the childminder and her assistant. The childminder has a good understanding of how young children learn and develop, and of the early years curriculum. She plans activities which are interesting, appropriate and challenging. Children enjoy their time in the well-resourced playhouse at the bottom of the childminder's garden. The childminder and her assistant engage enthusiastically in children's play. For example, they give children opportunities to identify, count and sort small-world animals. The childminder and her assistant also encourage children to name and count the animals, such as lions, giraffes, elephants and rhinoceros. Children engage well and show a positive attitude towards their learning.

Children make good progress in their communication and language development. Young children build their vocabulary of single words. The childminder and her assistant use effective teaching strategies, such as repeating and adding a word to support them to put words together. They engage older children in meaningful conversations and use questioning to encourage them to think as they play. Children's behaviour is very good. The childminder and her assistant consistently apply positive and age-appropriate boundaries for children's behaviour. This helps children to know what is expected of them. Children of all abilities, including those who receive funded education, make good progress. They are prepared well for starting nursery and school.

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

- The childminder and her assistant know children's individual needs and interests very well. They carefully monitor children's progress to identify and close any gaps in their learning. The childminder plans activities that support children's next stage of development. For instance, children enjoy creating shape pictures, matching colours and using glue sticks. The environment, inside and outside, is well organised and promotes children's independence and freedom of choice.
- Children follow good personal hygiene routines, such as washing their hands before meals and after toilet routines. Children's parents provide their snacks and meals. The childminder ensures that these are nutritious and that children gain knowledge about food that contributes to good health, such as through discussions and role play.
- The childminder makes sure that children have daily access to fresh air and she provides a range of challenging activities in the garden. However, the childminder does not plan consistent opportunities during daily routines for children who prefer to play outdoors.
- Children happily explore and choose their favourite toys, resources and book. They are confident to approach the childminder and her assistant to ask them to

read the story. The childminder and her assistant respond eagerly and show children that they respect their choices, which helps them to feel safe and secure.

- Children take part in pretend play, such as taking care of dolls and soft toys in a role-play hospital. They use toy stethoscopes, thermometers and bandages and talk about helping the toys to get better. The childminder and her assistant join in, supporting children's play by asking open-ended questions and encouraging them to think. This helps to foster an environment for children to develop their creativity and communication and language skills effectively.
- Partnerships with parents are positive and established. The childminder keeps parents well informed of their child's progress through daily discussions, as well as sharing children's progress check when they are aged between two and three years old. She encourages parents to share their children's achievements from home. These collaborative partnerships help to enhance children's emotional well-being and continuity of care.
- The childminder is reflective of her practice. She gathers and values the views of her assistant, parents and other professionals. This enables her to consider the quality of her work and plan future developments. The childminder keeps her professional development up to date to provide good care and learning for all children. However, the childminder's arrangements for supervision are not yet as fully effective in providing targeted support to help develop the practice of her assistant to an even higher level.
- The childminder and her assistant have very sensitive, nurturing and stimulating attachments with babies. Babies settle quickly as the childminder and assistant understand young children's emotional and physical needs very well. Babies and toddlers have a good time as they explore interactive toys and a variety of textured materials and books. This helps children to develop their physical and exploratory skills.

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:

- review the arrangements for outdoor routines to maximise the learning of those children who prefer to be outdoors
- embed the system for the supervision of the assistant and provide targeted support to help drive the overall quality of practice to an even higher level.

Setting details

Unique reference number	EY364415
Local authority	Havering
Inspection number	10335482
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	12
Number of children on roll	7
Date of previous inspection	18 June 2018

Information about this early years setting

The childminder registered in 2008. She lives in Romford, Essex. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an early years qualification at level 3 and works with an assistant on four days each week.

Information about this inspection

Inspector

Rubina Nijabat

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- 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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