

Childminder report

Inspection date: 11 June 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 form very positive relationships with the childminder and each other. They show that they feel happy and secure. The childminder creates a welcoming and nurturing environment for children to explore and learn in. Children are enthusiastic and curious learners. They join in with new experiences with eagerness and participate joyfully. The childminder has high expectations for children's learning and behaviour. This is evident as she plans a fun and varied curriculum that supports their learning across the different areas of development. The childminder is very clear about the boundaries of her setting and supports children's behaviour in an effective way. For instance, she frequently supports children to listen to each other, share and take turns. She also gives them lots of praise and encouragement. This helps to boost their confidence, to be polite and to behave well.

Children have lots of fun as they listen to 'The Very Hungry Caterpillar' story with props. The childminder skilfully asks the children to count, name and describe the different fruits as they post the fruits and foods into the caterpillar's mouth. Children show good developing knowledge for their age. They also wait and take turns very well. Children have lots of fun exploring different musical instruments. The childminder supports the children to learn new words, such as 'castanets' and 'maracas' as they play. Children show high engagement as they dance to their favourite songs. The childminder actively joins in and is a positive role model, that makes learning fun.

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

- The childminder creates a rich language environment. She frequently provides commentary as children play and introduces new vocabulary. For instance, she explains what the words 'chime' and 'vibrates' mean during play. This helps children to make good progress in their language development and develop positive communication skills.
- The childminder places strong emphasis on promoting children's imagination and creativity. For example, she frequently plans lots of arts and craft projects to support them to develop their own ideas through art. Children show positive attitudes as they decorate 'Father's Day ties'. They enjoy sticking different collage resources and choosing different stickers to decorate with. As they participate the childminder supports them to make their own choices and helps them to discuss their intentions. This helps children to develop their concentration skills, language development and to develop a love of art.
- There are effective settling-in procedures in place. The childminder takes time to get to know new children and families and find out about their interests and individual needs. This aids children to settle in well. Consequently, children show high levels of emotional well-being during their time at the setting.

- The childminder uses her ongoing observations of children very well. She identifies how each child learns best and plans an interesting range of learning experiences that builds on what children can already do and what they need to learn next. It is evident children thrive in this loving learning environment.
- Partnerships with parents and other professionals are well established. The childminder shares frequent updates about children's development, new achievements and next steps in learning. They also work closely together to monitor any areas of concern and to seek advice from the relevant professionals to best support children's ongoing needs.
- Parent's written comments express good levels of satisfaction. They state the childminder is very approachable and their children are very happy. They also comment on appreciating all of the seasonal activities and art projects the children get to experience.
- The childminder completes all mandatory training. However, she does not maximise other opportunities to extend her professional development. This means at times children's learning is not extended to a high enough level.
- Children have some opportunities throughout the year to celebrate different cultural festivals, such as Diwali and Chinese New Year. They listen to festive stories and engage in fun experiences to support their learning about others' lives different to their own. Despite this, the childminder does not maximise opportunities for children to learn about diversity and the local community through a broad range of first-hand experiences.
- The childminder promotes children to lead active and healthy lifestyles. This is evident when children have daily opportunities to develop their physical skills in her well-equipped garden. Furthermore, she provides a good range of nutritious foods to support their overall growth and development.
- Ofsted became aware of a significant event which the childminder had not notified us of. However, there is no impact on children in relation to this. This was discussed with the childminder, who is fully clear of her responsibilities.

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:

- build on opportunities to enhance professional development to help to deliver even higher quality provision for children
- strengthen opportunities for children to learn about their local community, people and places to broaden their knowledge of diversity further.

Setting details

Unique reference number	EY371438
Local authority	Havering
Inspection number	10339170
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	6
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2008 and lives in Romford in the London Borough of Havering. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Amy Mckenzie

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 her setting.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector and childminder had a discussion about the leadership and management of the childminder's setting.
- Parents and children's views were considered during the inspection.
- A range of documentation was viewed. For instance, the childminder's training 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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