

Childminder report

Inspection date: 3 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a very well-organised and welcoming environment for children to play, have fun, grow and learn. Children are supported well and gain a secure foundation for their future learning and school. They acquire good communication and language skills. For example, children speak fluently and confidently. They gain strong social skills and play happily together. The childminder is an excellent role model and children learn to share, take turns and manage their behaviour extremely well.

The childminder is very nurturing and interacts well with children. As a result, children are secure and settled in her care. They have formed strong bonds with her and other children. Children listen extremely well and are very respectful of each other. Their behaviour and attitudes towards learning are highly positive. Children concentrate and complete simple instructions well. They enjoy their time with the childminder.

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

- The childminder reflects on her practice and identifies areas to further develop. For example, she has developed the garden to give children more space to play. Although the childminder knows the children very well, at times she does not allow them to contribute as much as possible when taking part in planned activities. This does not routinely encourage children to think deeply, solve simple problems or use their imagination.
- The childminder has strong partnerships with parents, who work well together with her to support children's learning at home. Additionally, this helps the childminder to gain a comprehensive understanding of children's interests and achievements. The childminder understands the importance of liaising with the other settings that children attend, and knows that this enables continuity in children's care and learning.
- The childminder provides a well-organised and fully resourced environment that gives children an exciting range of experiences. She assesses children's development and progress accurately, which informs the next steps in their learning. The childminder does not use this information precisely enough to identify opportunities for children to contribute and develop their own ideas.
- The childminder promotes children's early literacy skills well. Children enjoy experimenting with drawing and making marks. They competently handle books, enjoy listening to stories and join in with familiar words and sentences. They eagerly respond to songs and rhymes.
- Children gain strong mathematical skills. The childminder helps them to gain an understanding of size and volume, such as 'more' and 'enough', and 'short' and 'long'. She makes good use of everyday opportunities to help children to develop

their counting knowledge. Through a range of activities, children develop their understanding of the world. As such, they learn about the seasons and their local and wider community. For example, they enjoy reading books about snow and visit places of interest.

- Children's behaviour is impeccable. Their very real ability to cooperate with their friends enables them to listen to each other. They are highly considerate and respectful of others. Children are very eager and motivated to learn. They are polite and calm in their behaviour. Children understand the feelings of others; for example, they willingly share, work together, and gain wider knowledge of the benefits of being kind through stories and discussions.
- The childminder provides a broad range of activities that support children's physical development and well-being effectively. For example, children use scissors carefully and spoons to scoop items up. This supports their finger muscles. In addition, they benefit from opportunities to walk to school with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her knowledge and skills, including about matters relating to safeguarding children. She has a secure understanding of possible signs that indicate a child is at risk of harm. She knows the procedures to follow if she has any concerns about a child's welfare. The childminder understands the importance of informing other agencies about concerns of allegation against adults or staff. She is aware of what to do if she has concerns regarding children's or parents' extreme views, and promotes children's safety. The childminder undertakes careful risk assessments of her home and places she visits with children so they can play safely.

What does the setting need to do to improve?

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

- encourage children to think deeper and find solutions to simple problems to help enhance their own ideas and extend their imagination
- help children to contribute more in activities and extend their learning to higher levels.

Setting details

Unique reference number	EY376369
Local authority	Newham
Inspection number	10128469
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2008. She lives in Forest Gate, in the London Borough of Newham. The childminder is available to care for children on Tuesday to Thursday from 8am to 5.30pm, all year round. She holds an early years qualification at level 3. She is in receipt of funding for the free provision of education for children age three and four years.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector undertook a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector discussed activities carried out with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about staff suitability and training.
- The inspector took account of parents' written views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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