

Childminder report

Inspection date: 30 April 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder warmly welcomes children into her well-resourced and highly stimulating home. Children are extremely happy, content and comfortable in their familiar surroundings. The childminder creates a safe and calming environment, where children feel emotionally secure. She approaches her work with kindness and care while actively engaging with children in their play. The childminder organises engaging activities that align with children's interests throughout the curriculum. For example, children explore movement using wind-up toys and when operating the lift in a toy garage. They enjoy listening to stories and singing. This boosts children's speech and vocabulary.

The childminder communicates clearly and listens attentively to children. This encourages young children to become confident in their communication skills. The childminder is a positive role model, providing praise that enhances children's confidence in their abilities. She gently reminds children about her expectations for their behaviour and the importance of using good manners. This results in very well-behaved children. Furthermore, the childminder teaches children to respect those who are different from themselves. She helps children to explore other cultures and learn about the natural and wider world. Children make good progress from their starting points in development. They are well prepared for the move on to nursery and school.

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

- The childminder makes careful observations of children and regularly assesses their levels of development to support their good progress. However, she does not make precise use of what she knows about children in order to plan opportunities to support their next steps more fully. Despite this, the childminder offers a variety of toys and activities, giving children the opportunity to engage in self-directed play. For instance, when children enjoy playing with various toy animals, she helps by introducing the names and sounds of the animals.
- Children develop various skills that enhance their independence. For example, they confidently explore the playroom, choosing the toys and resources they want to use. Young children learn to eat with their fingers and begin to use a fork. However, at times, the childminder tends to do too much for children. This does not consistently encourage children to develop their self-help skills. For instance, the childminder often forgets to prompt children to help tidy up after playing or to wash and wipe their hands before meals. Instead, she completes these tasks for the children.
- Children enjoy healthy snacks and meals. They benefit from daily fresh air and exercise in a safe and secure garden. While outside, children have fun riding wheeled toys and playing with water, as well as engaging in the role-play

kitchen. The childminder helps children to recognise and name colours and develop their number recognition skills as they play.

- The childminder builds strong partnerships with parents, carers and other professionals. Parents are actively involved in their children's learning, which includes the childminder showcasing photos of their children to celebrate their participation and achievements in activities. Parents speak highly of the childminder. This consistent approach ensures that children have positive and stable experiences.
- The childminder is diligent in her reflective practice. She regularly reviews her practice and procedures. The childminder actively seeks feedback from parents and older children to establish goals and make improvements. For example, since the last inspection, she has designed a playroom with direct access to the garden. This set up allows children to participate in indoor and outdoor play, regardless of the weather conditions.
- The childminder closely supervises children and conducts thorough risk assessments of the premises, outings and family pets. The childminder teaches children from a young age how to behave around animals and explains the reasons behind these behaviours. Children learn to treat animals and the natural environment with respect.

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:

- make precise use of what is known about children in order to plan opportunities to support their next steps in learning more fully
- increase opportunities for children to manage simple routine tasks to further support their emerging independence.

Setting details

Unique reference number	EY378855
Local authority	Havering
Inspection number	10380695
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 June 2019

Information about this early years setting

The childminder registered in 2008. The setting is located in Rainham, in the London Borough of Havering. The childminder operates during term time, from 7.30am to 5.30pm, Monday to Friday. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed the interactions between the childminder 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025