

Childminder report

Inspection date: 14 March 2020

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 are happy within the well-resourced and organised setting. They are confident and secure and develop a strong attachment with the childminder, who prioritises children's needs and their interests. For example, she introduces games where they learn about people who help in the community, like builders, hairdressers and police officers. The childminder extends children's communication and language in a range of ways, such as by discussions, reading and asking open questions. However, occasionally, the language used by the childminder is too advanced for children who speak English as an additional language. This said, the childminder offers children lots of praise and reassurance, developing their self-esteem. Children's mathematical development is good. The childminder is skilled at combining mathematics into everyday play. For example, during a card game, children work out who has more or fewer objects and learn about quantity. Another example is when children pretend to make tea, and the childminder extends their awareness of accurate counting. She asks them to work out how many cups and plates they will need for the dolls' tea party. Children behave well and are polite and well mannered. They listen to the childminder and follow instructions. They have the confidence to select activities of their own choice and benefit from the childminder's focused interactions and involvement in their play.

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

- Children have good opportunities to develop their physical skills in the well-resourced garden, where they can run and ride wheeled toys. Children thoroughly enjoy practising their early writing skills as they write their name on their detailed drawings and use chunky chalk to create a zebra crossing in the garden. Children confidently talk about their ideas in their home language with the childminder, who listens attentively. For example, children talk about making soup for dolls and ask for props to support their imaginative play. Children are very polite and respectful to the needs of those around them, including visitors. Children make good progress and gain the skills they need to prepare them for the diverse world they live in.
- The childminder engages children in discussions as they play, introducing them to new vocabulary in English and in their home language. Children select the books they want the childminder to read to them and develop their interest in books and stories. Children thoroughly enjoy investigating different materials, such as sand, water and chalk. The childminder supports children well in activities that help them to understand the benefits of healthy foods in their diet. For example, children participate in preparing a snack and learn about the significance of hygiene and eating healthy food. Children are independent as they select the toys they want and help tidy up.
- Partnerships with parents are effective and professional. The childminder gains a

wealth of information from parents when children first start. This includes details about children's stages of learning and development, which supports them to settle quickly and make strong attachments with the childminder. The childminder works closely with parents to ensure there is regular and purposeful two-way communication. Parents are fully involved in children's learning and development. They have ongoing discussions about their children's achievements and share what they need to learn next. The childminder observes children's learning and tracks their development in all areas of the early years curriculum thoroughly. She uses her knowledge of children's interests and stages of development to plan interesting and engaging learning activities. However, at times, some planned activities are not fully thought through to provide children with the best possible opportunities to explore and learn.

- The childminder's self-evaluation is effective. She seeks and values the views of children and parents in this process and acts on any advice she receives. For example, the childminder works closely with the local authority, taking action to improve children's outcomes. The childminder is committed to her practice and her ongoing professional development. Since the last inspection, the childminder has successfully extended her professional knowledge to achieve a higher level in her practice. This has helped her to continue to improve her provision and outcomes in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children to play and explore. She ensures all the required documentation is in place to support children's health and well-being. The childminder uses good methods to keep updated on changes to the local safeguarding procedures. She has a secure understanding of the procedures to follow should she have concerns about a child's welfare. She teaches children how to keep safe. For example, she plans activities that help children to understand about crossing the road safely, such as when using a zebra crossing and traffic lights, helping them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- identify more ways to enhance communication consistently, to support children who speak English as an additional language and promote their language development even further
- enhance the organisation of some planned activities to help provide children with the best possible opportunities to explore and learn.

Setting details

Unique reference number	EY408356
Local authority	Newham
Inspection number	10104761
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	5
Number of children on roll	1
Date of previous inspection	21 March 2016

Information about this early years setting

The childminder registered in 2010 and lives in Stratford, in the London Borough of Newham. She is available to care for children all day, throughout the week. The childminder has a level 4 qualification in leadership and management in early years.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector used written feedback from parents to gain their views about the provision.
- The inspector sampled documents, including safeguarding policies and the childminder's training certificates.
- The inspector observed children playing and carrying out routine tasks.
- The childminder and inspector reflected on children's activities and discussed what learning and development took place.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and for children's progress.

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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