

Childminder report

Inspection date: 21 August 2024

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 is warm and caring. She has secure relationships with the children and provides consistent help and support to them, if needed. The childminder carefully considers how to support children to develop their self-esteem and confidence. She challenges them to complete tasks independently, instilling a 'can-do' attitude in the children she supports. This helps children feel happy and confident in this inclusive, home-from-home setting.

The childminder's curriculum is planned around her observations of children and what they need to learn next. This supports children to consolidate their previous learning and ensures they continue to make progress. Children are at the centre of the curriculum. Activities are planned around their interests. The childminder takes the time to get to know each child she cares for, working closely with parents, both when they start and throughout their time with her. All children have clear next steps to support them in their development on their road to their next setting.

Children are familiar with their daily routines. They respond well to praise, as it is made clear why they are being praised. Children show good manners, and the childminder quickly reminds them if they forget. As a result, children's behaviour and attitudes are good.

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

- Overall, there is a strong focus on supporting children's communication and language development. The childminder uses interesting and varied vocabulary to support children to develop their range of language. When discussing what the play dough feels like, she uses the word 'squashy'. The children later use this word independently in their play. Having said this, during spontaneous play, the childminder does not consistently encourage children to use verbal language when they are making requests.
- Mathematics is weaved throughout the activities of the day. For example, the childminder counts how many hits there are when playing bat and ball, and introduces language such as 'bigger' and 'smaller' when creating play dough cutouts. Children are acquiring early mathematics knowledge in preparation for later learning.
- The childminder promotes self-confidence by encouraging children to make simple choices. As such, children are confident to express their thoughts to the childminder and she values their different ideas and choices.
- Children who speak English as an additional language are well supported. The childminder works with parents to learn key words and phrases in their first language. She reads multicultural stories to children to promote a wider understanding of the world and celebrate differences.

- The childminder develops children's understanding of how to adopt a healthy lifestyle. Children relish their time in the childminder's garden and demonstrate their growing physical skills. They work on developing their balance and coordination as they walk across stepping stones with control, as well as playing bat and ball, smiling as they play with the childminder. The childminder supports children's learning about where healthy foods come from. For instance, children learn about the apple trees and grapevines in the garden, harvesting the fruit when it is ripe.
- The childminder focuses on supporting children to become independent. She encourages them to put their shoes on and throw their rubbish away by themselves. Children enjoy being given responsibilities, such as cutting their fruit with knives.
- Children regularly visit the local area and have opportunities to develop their social skills in larger groups of children, for example as they play with children of different ages at the library. They have interesting opportunities to develop their confidence in new situations and develop their social skills and understanding of the world.
- The childminder is consistent with her behaviour management, which ensures that children feel safe and settled. This supports children to behave well and build positive relationships with others.
- Overall, the childminder has a clear understanding of the areas she does well in. She is reflective and recognises she needs to improve the teaching of literacy. The childminder is committed to improving her knowledge through actively engaging with updates, workshops and training opportunities.
- Parent relationships are a strength. The childminder keeps them informed of their children's progress through photos and updates on their development. She documents children's progress well and encourages parents to contribute to these. Subsequently, parents are aware of their children's next steps and can continue to support their learning at home.

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:

- develop a more targeted plan for professional development that includes, for example, how to further improve the teaching for literacy
- use every opportunity to extend young children's spoken language skills during spontaneous play activities.

Setting details

Unique reference number	EY412101
Local authority	Havering
Inspection number	10347028
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	30 August 2018

Information about this early years setting

The childminder registered in 2010. She lives in Harold Hill, in the London Borough of Havering. She operates weekdays from 7am to 6.30pm all year round. The childminder has a childcare qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michaela Hipwell

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 the premises and discussed how they ensure 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 their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 2024