

Childminder report

Inspection date: 31 August 2022

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 enjoy attending this all-inclusive and stimulating setting. They enter an environment rich in eye-catching resources and educational displays. Children appreciate the plentiful and accessible toys. They feel secure at the setting, building bonds with the receptive childminder and other children.

Children squeal in delight as rice flows through a funnel during a sensory activity. They laugh and cheer as they blow bubbles through a wand and catch them. Children feel proud when they master physical challenges such as riding a bicycle in the garden. The childminder makes these experiences fun for children. She encourages and challenges children. As a result, children engage in high-quality learning and fun.

Children's behaviour is good. The childminder sets clear expectations and rules for her setting. Children understand these and learn to regulate their own behaviour. The childminder reminds children to help tidy up after themselves. As a result, children learn to respect resources and environments. They learn the importance of helping others and leaving areas nice for the next child.

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

- The childminder provides regular opportunities for children to access the local community. Children enjoy going on regular walks and trips on public transport. The childminder uses these opportunities to teach children about local wildlife and nature. She plans activities around these experiences to extend children's learning further. Children learn about flowers and bees and create their own images on paper plates. This helps children to develop a deeper understanding of living things and their community. They also learn how to capture moments in artistic ways.
- The childminder supports children who speak English as an additional or dual language well. She celebrates the variety of languages and home cultures shared by families. Children bring in packed lunches and show others their personal preferences. The setting is also adorned with cultural displays and books to promote diversity and inclusion. This means that children feel confident in sharing their backgrounds with others.
- The childminder recognises speech and language or general development delays confidently. She understands the importance of sharing concerns with parents early. The childminder works with parents to create joint goals and support for children. She provides an environment rich in language by using visual representations, songs with actions and reading interactive stories. The childminder also repeats words and phrases while introducing new words and concepts. As a result, children make pleasing progress with their communication

and language development.

- The childminder promotes and encourages personal hygiene and self-care. She keeps areas clean and tidy at all times. The childminder encourages children to tidy up after themselves and wash their hands. Children learn about germs and the importance of personal hygiene. They become independent in meeting their own personal care needs from a young age.
- Parent partnerships are strong. Parents praise the childminder for going beyond expectations in supporting school learning after school. They appreciate how the childminder supports children to regulate emotions and make good choices. Parents express their appreciation of the childminder for the outdoor trips and other opportunities provided for children. They feel that the childminder communicates well, with regular information on what children enjoy each day.
- The childminder creates an ambitious curriculum. She has clear ideas on what she wants children to learn and how she is going to teach them. The childminder includes learning in many aspects of the day. She counts stairs with children and introduces other mathematical concepts, such as 'inside' and 'outside', during sensory play. The childminder also tries to include children's home experiences in activities. However, the childminder makes some activities too complex and high level for younger children. This means that they cannot access the intended learning. In addition, the majority of activities are highly adult-led and controlled. There are few opportunities for child-led play and exploration.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge and awareness of the core safeguarding principles, including any possible signs of abuse. She is confident in the processes of recording and reporting any concerns, including reporting outside of the setting to her local authority. The childminder is also highly aware of the types and signs of wider safeguarding issues, such as the risk to children of being drawn into radicalisation. The childminder has undertaken up-to-date training in safeguarding and first aid, and safety is of paramount importance at her setting. She has robust fire evacuation procedures and clear risk assessments for her indoor and outdoor provision.

What does the setting need to do to improve?

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

- review planned activities to enable younger children to access learning at their individual levels
- adjust the curriculum to include a balance of adult-led and child-initiated activities.

Setting details

Unique reference number	EY432774
Local authority	Newham
Inspection number	10231804
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 September 2016

Information about this early years setting

The childminder registered in 2011. She lives in Canning Town, in the London Borough of Newham. The childminder operates from Monday to Friday, 8am until 6pm, all year round, apart from bank holidays and family holidays. The childminder has a relevant childcare qualification at level 5.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including safeguarding procedures.

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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