

Childminder report

Inspection date: 9 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children settle well in the childminder's care. The childminder creates a home-from-home experience. Children have plenty of space to play in the childminder's large living room. When it is time to eat, children sit at the table in the kitchen. Childminded children and the childminder's family eat together in the evening. This supports children to be social and enjoy the daily routine. The childminder takes children to the park, local playgroups and to take part in activities in the area. These outings present an opportunity for children to meet others and engage with different people and communities other than their own.

Children benefit from going to local playgrounds, where they climb, swing and balance to extend their physical mobility and enjoy playing outdoors. The childminder speaks gently to children and praises their efforts. Children respond positively to this approach, and they behave well throughout the day. The childminder has high expectations for children's learning and their growing independence. Children's independence develops well from an early age. They learn to put their shoes and coats on by themselves and walk safely next to the childminder when they go out. Children are happy and enjoy their time with the childminder.

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

- The childminder uses the settling-in period to get to know children and their parents. She gathers a range of information about children, including what they are interested in and what they can do. This helps children to settle quickly and feel secure in the childminder's care.
- The childminder talks to children as they play, to develop their thinking skills. She introduces new vocabulary and helps children to identify colours, numbers and shapes in English. This helps children who speak English as an additional language to learn the words they need to communicate with their peers.
- The childminder considers children's learning needs and interests. This helps her to devise activities and experiences for them. However, the resources are not easily accessible for children to choose from independently. For example, when the childminder moved a construction toy to the centre of the room, children started playing with it immediately.
- Children learn good manners and the childminder is a good role model. For example, children say 'please' and 'thank you' to the childminder. Children leave their shoes tidily on the ledge and hang up their coats when they arrive. Children show respect for the childminder, her home and other children.
- The childminder supports children to follow good hygiene routines. Children wash their hands when they come into the home and before mealtimes. The childminder talks to parents about children's packed lunches to ensure that

children eat healthy meals and snacks. This helps children to develop an understanding of healthy lifestyles.

- When children go on trips to the park or local playgroups, they learn about road safety. The childminder encourages children to walk to their destination. On the way, they learn about crossing the road. They look and listen for traffic and stay close to the childminder. This helps children to learn how to stay safe.
- The childminder provides parents with updates about their children's progress and activities when they collect their children at the end of the day. This helps parents to continue their children's learning at home.
- The childminder reviews the resources and activities regularly to ensure that she meets children's needs. The childminder has attended mandatory training, such as child protection and paediatric first aid. However, she has not fully considered how to expand her knowledge of early education, to enhance the quality of her teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken relevant training to ensure that her knowledge and understanding of child protection procedures is secure. She has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow and the people to contact should she have any concerns about the welfare of a child. The childminder supervises children well and uses resources that are age appropriate to ensure that they are suitable for children to play with. The childminder carries out regular risk assessments to identify any hazards. She keeps her home well maintained and clean to promote children's health and safety.

What does the setting need to do to improve?

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

- organise resources to enable and encourage children to make choices about their learning
- consider a professional development plan that will strengthen knowledge and raise the quality of teaching.

Setting details

Unique reference number	EY446641
Local authority	Newham
Inspection number	10193851
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 0
Total number of places	5
Number of children on roll	1
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2012 and lives in Plaistow, in the London Borough of Newham. She operates all year round from 8am to 7pm, Monday to Friday.

Information about this inspection

Inspector

Trina Lynskey

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 setting.
- The childminder showed the inspector the areas of the home that she uses for childminding. The inspector viewed the range of equipment and resources available to children.
- The inspector discussed with the childminder how she delivers her curriculum and the requirements of the early years foundation stage.
- The inspector reviewed a sample of relevant documentation. This included evidence of the childminder's suitability, policies and procedures, and a record of the childminder's qualifications and training.
- The childminder and the inspector evaluated an activity together.

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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