

Childminder report

Inspection date: 13 September 2023

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 thrive in this stimulating environment where they demonstrate they feel safe and secure. They are relaxed, happy and settle quickly when they arrive. Children have developed strong attachments to the childminder and her assistants, who have high expectations for all children. For instance, children who are settling soon develop bonds to seek comfort and reassurance. The adults are kind and caring and give children praise throughout the day. This helps to raise children's self-esteem and develop their sense of security. They concentrate and persevere with tasks. For example, children enjoy using hole punchers to create different shapes to decorate their pictures.

Children behave well and are especially respectful towards each other. They share toys and resources and happily ask each other if they can join their play. Children benefit from trips in the local community. The childminder takes them to local parks to support their developing physical skills. Children enjoy managing their own risks as they use the larger climbing equipment. Children use their imaginations as they become doctors checking each other's temperature. They develop their independence as they put coats on ready for garden play. The childminder and her assistants makes regular assessments of children's learning and development to ensure that children are making progress.

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

- Children benefit from a well-planned curriculum across all areas of learning. The childminder identifies areas where children need support. She follows themes to enhance their learning. However, the childminder's intention for children's learning as she joins their play or during a pre-set activity is not always specific to their individual needs. However, children make good progress from their starting points.
- The childminder and her assistants place a strong focus on children's communication and language development. The childminder understands the importance of building children's communication skills. She models language well throughout the children's play and activities. Children eagerly join in songs and rhyme times. The adults use literacy boxes to extend children's vocabulary, and children enjoy using props at story time. Children who speak English as an additional language make good progress in their language development. The childminder and her staff share books in children's home language and learn key words and phrases to help children develop different skills.
- Children have fun with the childminder, who is a good role model. She eagerly joins children at activities and during their chosen play. However, the adults do not encourage children to problem-solve or test their own ideas. For example, the childminder is keen to make suggestions for how to stick shapes on the

paper rather than allowing children to experiment and discover whether glue is better.

- Children show good fine motor skills as they use scissors and hole punchers. They learn to take turns to use the different resources. Children hear mathematical language woven into their play. The childminder talks about the size and shape of resources as they match the bases to the geometric shapes. Children remain engaged for extended periods.
- The childminder helps the children learn about the importance of a healthy lifestyle. Through play and discussion, the children learn about healthy food and the importance of keeping hydrated. They have daily opportunities for fresh air. Children develop their physical skills as they jump on the trampoline and balance as they walk along the stepping blocks they make.
- Parents provide positive reviews about the childminder, detailing the up-to-date information they receive about their children's learning and progress. Parents say that their children are happy and developing well, and that the childminder cares for them well. Parents comment that the detailed plan for the setting helps them to support and continue children's learning at home.
- The childminder demonstrates a clear commitment to keeping her own and her assistants' knowledge and skills up to date. They have completed a variety of mandatory training courses. They consider the provision and reflect on practice. For example, a recent reorganisation of the home corner and role-play area has enhanced how the children use and play with the resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of their roles and responsibilities to safeguard children. The childminder knows the signs and symptoms that may indicate that children are at risk of harm or abuse. She knows what to do in the event of any concerns about children in her care. She regularly updates her training and that of her assistants to ensure that they are all aware of the possible dangers. The childminder is aware of the roles of other professionals and what to do should an allegation be made against her or her assistants.

What does the setting need to do to improve?

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

- build on the planning and implementation of the curriculum to ensure that it is sequenced and builds on what children know and can do to help them make even more progress
- allow children to problem-solve for themselves and to share and test their own ideas to extend learning further.

Setting details

Unique reference number	EY481901
Local authority	Newham
Inspection number	10219876
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	6
Number of children on roll	2
Date of previous inspection	8 August 2016

Information about this early years setting

The childminder registered in 2015 and lives in Beckton, in the London Borough of Newham. She works with two assistants and works full time all year round. The childminder follows the Montessori philosophy. She receives funding to provide free early education for children aged two, three and four years. The childminder and her assistants hold relevant childcare qualifications.

Information about this inspection

Inspector

Tracey Murphy

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 inspector and the childminder completed a learning walk.
- The inspector observed interactions between the childminder, her assistants and the children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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