

Childminder report

Inspection date: 13 July 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 applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. Children have attended for many years and some are children of previously minded children. As a result, they have built strong bonds and secure relationships with the childminder and members of her household. This creates a relaxed family atmosphere, where children enjoy age-appropriate and stimulating activities.

Children's love of books is fully enhanced by the childminder, who provides books relating to their interests. Children develop good communication and language skills. They engage in meaningful discussions with the childminder. For example, while walking home from nursery, children discuss their time at the nursery and talk about what they see around them. Children play for long periods from a young age. They are focused and engaged in activities that support their individual development. This is because the childminder knows children well, and their learning styles and interests.

The childminder is a positive role model for children. Older children are caring towards the younger children. Children behave well and understand the expectations of their behaviour. They benefit from a good range of resources indoors and outdoors. Children can choose what to play with and where to play. Children's development is monitored regularly by the childminder to allow her to address any gaps in their development promptly.

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

- The childminder clearly enjoys her role of caring for children. She plans exciting activities to help children to move to the next stage of their development. For example, the childminder provides a range of toy animals and books that relate to learning about different animals, the sounds they make and their habitats. Children are motivated and enthusiastic as they explore the resources which the childminder provides for them. For example, they talk with great awareness of dinosaurs, about their size and their eating habits, and name them correctly.
- The childminder knows children well. She successfully plans activities that will build on their next steps in learning and help them to make smooth transitions to school. The childminder provides children with a good variety of play and learning opportunities across the curriculum. She also uses community facilities to enhance children's learning, such as visiting the country park to explore wildlife and their habitats. Children confidently share their awareness of the life cycle of caterpillars.
- Children develop their problem-solving and mathematical skills. The childminder knows what children can do and supports them to succeed. For example, children are confident in completing large puzzles, learn about portion sizes as

they help prepare their own lunch, and develop mathematical language as they learn to compare objects by size.

- Children develop good levels of self-help and independence skills. For example, they are confident and eager to show the inspector around the childminder's home and the resources they play with. They develop their skills in preparing their own lunch, using tools to enhance their development further. For example, children help to cut up different vegetables and fruits to make kebabs from the healthy range of food provided for them to choose from.
- Children learn about the importance of good hygiene routines and their own personal health. They wash their hands before handling food and are aware that they do this to wash away the germs. Children are eager to talk about their visit to the dentist, using the photos which the childminder has gained from parents. They retell their experience of the visit to the dentist and about the importance of taking care of their teeth.
- The childminder has a consistent approach to managing children's behaviour. She provides praise and encouragement during activities, which promotes children's confidence and an awareness of expected behaviour. Children learn to develop a respect of others different to them, through celebrations and resources that reflect diversity.
- Parents are highly complimentary about the service which the childminder provides. They comment positively about the settling-in of their children and the quality and range of information provided to them daily about their children's learning experiences and language development. Parents state that the childminder's home is like a second home for their children.
- The childminder ensures that she shares some information with professionals at other settings that children attend. However, partnership with these settings is not fully established. This affects the consistency of care and learning for children. It also does not ensure that all practitioners are working together to allow children to reach their full potential.
- The childminder is committed to her role, and she welcomes the support of her local authority advisory team. However, her systems for reflective practice are in their early stages to evaluate her strengths and weaknesses, and raise the quality of practice to a higher level.
- Children develop good skills in using early technology. They eagerly show the inspector how to operate the functions, and talk about the cause and effect of such functions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She has a secure knowledge and understanding of the signs and indicators of harm. The childminder knows the procedures to follow, should she have any concerns about a child's welfare, including what action to take should an allegation be made against her or a member of her household. She undertakes robust risk assessments, which reflect the ages of the children attending. The

childminder puts measures in place to minimise any potential risks to children, and allows them to move and explore freely in her home.

What does the setting need to do to improve?

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

- exchange communication with other settings that children attend more regularly, to ensure that children's care and learning is supported consistently
- extend the systems for reflective practice to identify strengths and weaknesses, to improve practice even further and support children's learning.

Setting details

Unique reference number	2524994
Local authority	Barking and Dagenham
Inspection number	10208236
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	4 to 10
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Rush Green in the London Borough of Barking and Dagenham. The childminder operates throughout most of the year from 7am to 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The was the first routine inspection the provider 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 provider.
- The inspector undertook a joint observation with the childminder as children helped to prepare their lunch.
- The childminder gave the inspector a detailed tour of the premises. She showed the inspector the range of resources which children have for their play and learning, and for their safety and comfort.
- Parents shared their views of the service their child and they receive.
- The inspector spoke to the childminder and children throughout the inspection, and accompanied the childminder when she collected children from another setting.
- A sample of the childminder's required records were viewed by the inspector.

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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