

Childminder report

Inspection date: 7 June 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 confident and have excellent opportunities to complete activities at their own pace. They show good levels of concentration and delight in their play. Toddlers are inquisitive. They explore using all their senses as they investigate a range of resources within their easy reach. For example, they fill, transport and empty containers with shapes and show delight when the childminder joins in with their play. The childminder is patient, kind and very caring. Children form a close bond with her, which promotes their sense of well-being. The childminder is consistent in rewarding children's good behaviour and achievements with good levels of praise and encouragement. This increases children's confidence and motivates them to persevere and succeed.

Young children display early independence skills and happily explore their environment. They play with musical instruments and explore various cause-and-effect toys. Toddlers demonstrate curiosity as they push, pull and press parts on electronic toys to discover that they make sounds and have lights that flash. Children who speak English as an additional language are successfully supported. The childminder uses key words in the children's home language. In addition, she uses actions and facial expressions, and she models key words and simple phrases. This supports children's emerging communication and language development effectively.

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

- The childminder has a good overall understanding of how children learn and develop. She routinely observes and assesses children's learning and achievements as they play and explore. The childminder provides a well-resourced learning environment, and planned activities are stimulating and challenging. For example, toddlers listen to the childminder's instructions and learn to take turns as they complete puzzles which are linked to a familiar story. However, on occasion, children's next steps are not precisely accurate to help them to move beyond their already good progress.
- The childminder develops children's love of books superbly. Children independently select from a range of books. They enjoy listening to the childminder read stories as she skilfully captures and maintains their attention. For instance, she uses her voice expressively. She invites toddlers to look at the pictures and uses words such as 'fuzzy' and 'soft'. The childminder encourages toddlers to sing songs and move on to action rhymes. Children begin to develop good communication and language skills and an awareness of their bodies.
- Children benefit from plenty of outdoor garden space where they can climb, run and jump. However, the childminder does not encourage children to fully explore and use the outdoor area in the best possible way. She recognises the

importance of developing the outdoor curriculum so that children can have the best possible outcomes.

- The childminder is keen and regularly reflects on her practice and extends her teaching knowledge to help improve outcomes for children. She gathers the views of parents and those of her co-childminder to further support this process.
- Children learn about the importance of living a healthy lifestyle. Parents provide their children with healthy and nutritious meals, and the childminder ensures that children are offered water to drink and fruit snacks throughout the day. Young children begin to learn about good hygiene and develop independence skills. For instance, they wash their hands before meals and help themselves to drinking water and snacks.
- The childminder interacts well with children and successfully supports them to become active learners. For example, children investigate different sounds as they play with musical instruments. They learn about number, shape and colour as they play with toy construction blocks. Children are making good progress from their starting points and are well prepared for the next stage of their development.
- The childminder teaches children about differences and similarities in people in various ways. For example, children participate in activities which are inspired by different religious and cultural festivals. They access resources that reflect positive images of the diverse world they live in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues and ensures that she completes regular safeguarding training. She knows about the potential signs and symptoms of abuse and confidently describes appropriate recording and reporting procedures. For example, she knows what to do if she suspects that a child is at risk of female genital mutilation. The childminder ensures that all required documentation is well maintained and prepared for the purpose of inspection. The childminder ensures that her home, inside and outside, is safe and secure for children and any risks are minimised.

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 consistent approach when reviewing children's next steps, to help them make higher rates of progress
- continue to enhance children's learning and enjoyment by extending the curriculum available to them in the outdoor play area.

Setting details

Unique reference number	2539582
Local authority	Barking and Dagenham
Inspection number	10208657
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Dagenham, in the London Borough of Barking and Dagenham. She operates all year round. The childminder works with a co-childminder.

Information about this inspection

Inspector

Rubina Nijabat

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 observed an activity and evaluated this with the childminder. The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector viewed some documentation, including training certificates and insurance. She read written feedback from the children's parents.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the curriculum for the children.
- The inspector observed a range of play activities in the childminder's home and garden. She considered, with the childminder, the impact of teaching on children's learning and development and discussed children's progress.

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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