

Childminder report

Inspection date: 17 April 2023

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 have warm relationships with the childminder. They feel safe and secure in her home. Babies smile and giggle with the childminder as she plays with them. They form a strong bond with the childminder. Babies learn that when they feel sad, she will give them cuddles and reassurance. They learn that their needs are listened to. This helps children to feel happy and emotionally secure.

Children develop their communication skills. They watch intently as they mimic the childminder's expressions. For example, babies hear the names of animals as they listen to stories. They learn that a cat makes a 'meow' noise. As babies listen intently, they babble back. They watch the childminder closely as she clearly repeats the sounds in new words. Babies are excited and respond well. They learn important skills, which are needed for back-and-forth conversations.

Children enjoy time outside. They spend time in the childminder's garden every day. Babies visit local parks and gardens. They are able to see different people and environments. Babies explore the world around them and meet new people. They learn to feel relaxed and happy in a variety of different environments. Children gain confidence and learn how things work.

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

- The childminder has a strong understanding of the skills and knowledge that young children need to learn. She plans a variety of activities that support children across the early years curriculum. The childminder gets to know children well. She uses children's interests to extend their understanding. For example, when babies show an interest in ducks, the childminder plans activities involving ducks and water. This helps to deepen children's knowledge and understanding.
- The childminder assesses what children know and can do. She works with parents to support children to reach their developmental milestones. For example, the childminder identifies the words that babies understand. She uses this knowledge to deliberately select new words that she wants children to hear. Children learn new words and use them in their play. They are well prepared for the next stage of their education.
- The childminder understands that some children may need additional support with their learning. For example, the childminder finds out about children's understanding of other languages. She uses this to identify any gaps in their understanding of English. Children who speak English as an additional language are well supported.
- The childminder understands the physical skills that children need to develop. She plans opportunities for children to be physically active. However, on

occasions, the childminder provides activities which are not challenging enough. For example, when babies learn to roll or sit up, the childminder does not always give them enough time and space to practise these skills. Children are not consistently able to achieve the best possible outcomes.

- The childminder supports children's oracy. She uses praise and encouragement to encourage children to speak. The youngest babies make sounds and try to express themselves. For example, the childminder teaches children to push the horn on the car toy. Children learn that they can affect the world around them. They giggle happily as they beep the horn and try to say the word 'car'. Children become confident talkers, who can express themselves.
- The childminder is reflective of her practice. She wants to strengthen her teaching skills. However, she does not regularly plan continuous professional development opportunities for herself to build her knowledge and skills over time.
- Parents are happy with the care that their children receive. In particular, parents say that the childminder presents what children need to learn next clearly to them. Parents say that this helps them to extend their children's learning at home.
- The childminder understands that it is important for children to lead a healthy lifestyle. She works with parents to ensure that children can try new foods. The childminder teaches children to use a fork. She finds out what foods they like. Children learn to feed themselves. They develop their self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She routinely checks her home and garden to ensure that they are kept free from hazards. The childminder thinks about the ages and capabilities of children when planning activities. She regularly evaluates the toys and resources she uses to ensure that they are age appropriate. The childminder understands the signs of children being at risk of abuse or harm. She knows how to report her concerns to her local safeguarding partners. The childminder regularly attends training to keep her knowledge and skills up to date.

What does the setting need to do to improve?

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

- strengthen opportunities for children to practise their physical skills to reach the best possible outcomes
- build on professional development opportunities to help teaching skills to develop over time.

Setting details

Unique reference number	2596503
Local authority	Barking and Dagenham
Inspection number	10263393
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	2
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Barking in the London Borough of Barking and Dagenham. She operates all year round from 7am until 5pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kate Daurge

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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