

Childminder report

Inspection date: 31 October 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The childminder is attentive and caring in her approach. This helps children to settle quickly and enjoy their time engaged in a variety of activities. The childminder encourages children to lead on their own learning by following their individual interests. For example, children choose to engage in sensory play, where they explore a range of textures with their hands and feet. The childminder is a good role model in her interactions with children. Children receive praise from the childminder and gentle reminders about sharing resources. As such, children behave well when sharing toys.

Children benefit from playing indoors, from regular play in the garden, from visits to the local parks and attending other community settings. The childminder supports children well in their speech and language development. She introduces children to new vocabulary, such as the names of dinosaurs. Children enjoy using props as the childminder reads stories to them, and they sing a range of rhymes. Children confidently read stories to themselves or to the childminder. They use their own words and develop sentences.

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

- The childminder has a good knowledge of children's development and what she wants them to learn next. She is prompt to adapt activities for children of different abilities to ensure that they all can play together.
- The childminder gathers information from parents about their children's previous learning and development when they first start. She uses this information well to plan for children's learning and extend on what they already know. This also helps the childminder to identify any gaps in children's development that need further support.
- Since the last inspection, the childminder has developed her knowledge and understanding of supporting children with special educational needs and/or disabilities (SEND). She has completed training, which has given her a positive insight into supporting children with SEND appropriately.
- The childminder helps children to develop a sense of self. She talks to children about differences among themselves and their individual needs, and she helps them to learn about the differences in the wider community. Children access books that reflect diversity, and they learn about festivals from different faiths.
- Children are keen to have their snacks and meals. They enjoy the healthy and balanced food that the childminder offers to them. The childminder helps children to learn about the importance of keeping their hands and teeth clean. She also works with parents to help them to support their children at home.
- The childminder provides a good range of quality resources to promote children's development across all areas of learning. However, she does not make all play

resources easily accessible to children. On occasion, this means that children need adult assistance to locate what they want. This interrupts their focus and learning.

- The childminder regularly shares information with parents about their children's learning and development, including the required assessments of their development. She helps children and parents with the transition when they move on to nursery part time and remain in her care. However, the childminder does not ensure that there is a regular two-way exchange of information to support children to reach their full potential.
- The childminder has addressed the weaknesses identified at her previous inspection. For example, she now has a good understanding of the procedures to follow should she wish to have an assistant work with her. In addition, the childminder has enhanced her skills for supporting children's speech and language development. This supports children of all abilities to be given a range of opportunities to develop their early communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms that may indicate a risk to children's welfare. She knows the correct procedures to follow should she need to report a concern. The childminder has a good understanding of her safeguarding responsibilities. She ensures that the premises are secure. The childminder completes visual checks of all areas of her home and garden to identify and address potential hazards to children.

What does the setting need to do to improve?

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

- build on partnerships with professionals at other settings that children attend by sharing information to fully support children's learning and development
- enhance children's opportunities to access play resources more easily and independently.

Setting details

Unique reference number	2599855
Local authority	Barking and Dagenham
Inspection number	10303183
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	2 to 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	13 June 2023

Information about this early years setting

The childminder registered in 2021. She is located in the London Borough of Barking and Dagenham. The childminder is available to provide childcare all year round, from 6.30am until 9.30pm, Monday to Friday. She works with an assistant and holds a qualification at level 3.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her setting, including how she plans and provides activities for children.
- The inspector observed the childminder's teaching skills while she engaged in adult-led and children's free-play activities.
- The inspector spoke to children, when appropriate, during the inspection.
- The inspector viewed a sample of relevant and required records and documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023