

Childminder report

Inspection date:

26 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's care. They are excited to play with the rich range of activities on offer in her home. Children try hard as they experiment with ambitious new tools and equipment. They are deep in concentration as they tackle the tricky activity. Children clap excitedly when they realise that they have been successful.

All children behave exceptionally well. Children move between activities seamlessly following the childminder's instructions. For example, toddlers help each other to listen as they tidy up. They hold hands with their friends and guide them to put toys away in the correct box. All children understand the expectations on them. They are highly confident and respectful of each other. The youngest children act as role models for others.

Children are brimming with confidence as they share what they know and can do. All children are relaxed as they explore the childminder's home. They express themselves clearly to the childminder and know what they like and dislike. Children are developing a strong sense of identity.

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

- The childminder creates a curriculum that considers the needs of all children. She meticulously identifies the support individual children need to engage in play. For example, when children need help to explore different textures, the childminder plans a wide range of sensory activities. Children are highly confident explorers. They continually build on their knowledge and skills.
- The childminder creates an environment that supports all children to achieve the best outcomes. She observes children to identify any barriers to learning. For example, when the childminder notices that some children are motivated by light and open spaces, she adjusts the light levels in her room. Children feel relaxed and happy.
- The childminder supports children with special educational needs and/or disabilities in an inspirational way. She works strategically with parents and external agencies extremely effectively to identify children who need additional support. The childminder identifies gaps in learning and conducts research into specific strategies, to support all children to achieve the best possible outcomes.
- The childminder creates a culture of speaking and listening in her home. She narrates children's play, to support their understanding of new vocabulary. For example, when children play with the fire engine, she asks questions and invites children to solve problems. The childminder asks, 'How are you going to fix the fire engine?'. Children repeat the new word 'engine'. They speak with increasing fluency and confidence.

- Parents are overwhelmingly positive about their children's experiences. They report that their children make significant progress across all areas of learning. Parents say that there is a culture of open dialogue with the childminder, who works extremely effectively with them. They report that the support they receive from the childminder gives them high levels of confidence to help extend children's learning at home.
- The childminder provides children with rich experiences to explore their local community. For example, she takes the children to a wide range of clubs where they socialise with other people. Children excitedly visit the local park. They go for walks and chat to the childminder about their experiences. Children are developing an extremely strong sense of belonging.
- The childminder promotes a culture of health and well-being in her setting. She regularly reviews her menu so that she can provide children with a delicious selection of exciting foods. Children are keen to try new flavours and learn how eating healthily makes them physically strong.
- The childminder is reflective of her practice. She regularly carries out research to strengthen her knowledge and skills. The childminder rigorously selects professional development opportunities to target individual children's needs. She ensures that the new skills and knowledge that she gains directly impact children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a culture of safeguarding in her home. She has a robust safeguarding policy that she implements effectively to keep children safe. The childminder uses a range of opportunities for children to learn how to keep themselves safe. She reminds children about hazards and teaches them to consider the risks in their play. The childminder demonstrates a strong understanding of the signs that may cause her concern regarding child protection. She has a rigorous procedure for reporting concerns to the appropriate authorities. The childminder understands the action to take if there is an allegation involving herself or other adults.

Setting details

Unique reference number	2621441
Local authority	Barking and Dagenham
Inspection number	10281063
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	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder holds a relevant early years qualification at Level 5. Her operating hours are Monday to Friday from 8am until 5.30pm. The childminder provides funded early education to children aged two, three and four years.

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 they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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