

Childminder report

Inspection date: 9 July 2024

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's emotional security and well-being are at the heart of the childminder's provision. For example, she provides several 'home visits' for children before they join her setting and video calls them during absences, to help build and maintain their strong and affectionate bonds. Children settle extremely well and show that they feel completely safe and secure with the childminder.

The childminder consistently models patience and kindness towards children. She makes them feel special and valued. For instance, the childminder learns lullabies in babies' home languages to help settle and soothe them to sleep. This highly attentive care reassures children and builds their confidence and self-esteem. The childminder has high expectations for children's behaviour. They glow with pride when she praises them and are eager to behave well.

The childminder works tirelessly to provide children with the best possible care and education. She knows each child extremely well and tailors the curriculum to successfully promote their interests and learning needs. For example, children are excited to see numbers written in their home languages and beam with delight as the childminder helps them to count. The childminder also works closely with parents. This includes sharing her books and resources to help them extend children's learning at home. Any gaps in children's progress are swiftly addressed, and children are well prepared for the next stages in their education.

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

- The childminder is extremely dedicated and passionate about her work. She places a high priority on her professional development and targets her training to meet children's specific needs. For example, the childminder has learned how to use specialist communication systems, such as picture cards, to help support children who have special educational needs and/or disabilities. She continuously seeks new ideas, information and training to further extend her already impressive knowledge. As a result, children benefit from outstanding teaching.
- The childminder provides a language-rich environment filled with songs, stories and conversations. She continuously introduces children to sounds, words and new vocabulary, both in English and in their home languages. Children's language skills develop rapidly, and they are extremely eager to communicate. For instance, babies say 'quack' to indicate that they want to hear a song about ducks.
- Children demonstrate incredibly high levels of resilience and perseverance with the childminder's skilled guidance and support. For example, babies focus intently as they learn to make marks with a 'water pen', post shapes into holes or turn the pages of a book. They keep trying and then beam with joy,

demonstrating a strong sense of achievement when they manage what they have set out to do.

- The childminder provides superb support to help children develop their independence and personal care skills from a young age. For example, the childminder ensures that babies can access their beakers and tissues, and she helps them to recognise when they need these. She allows time for children to practise new independence skills and constantly encourages and praises them. Children quickly become extremely confident in what they can do.
- Children have excellent opportunities to gain experiences outside the childminder's home. This enables them to develop a broad knowledge of the world around them. For example, they visit playgroups, a forest and religious settings, which helps them to learn about the diversity of people and environments in Britain. Children are exposed to various occupations, such as by meeting firefighters and police officers and learning about what they do.
- Feedback from parents shows that they form strong and trusting partnerships with the childminder. There is a continuous exchange of information, which results in consistent approaches for children. For example, some parents are anxious about weaning babies onto solid food. Therefore, the childminder explains the importance of chewing, to support children's speech development. She also helps to reduce parents' worries by teaching them first aid so that they know what to do if a child is choking. These collaborative efforts support children's rapid progress and development.
- The childminder is committed to safeguarding children. She has an excellent understanding of how to identify and respond to possible signs of abuse. The childminder understands that her responsibilities do not stop outside of her setting. She works effectively with parents and children to promote their understanding of good health and safety practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2666945
Local authority	Barking and Dagenham
Inspection number	10350606
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder operates her service Monday to Friday, from 8am to 5pm, during term times only. She offers funded early education for children.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas she uses for childminding, and she explained the curriculum and how the provision is organised.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to the children, to help assess their experiences in the setting.

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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