

Childminder report

Inspection date: 13 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a stimulating and nurturing environment, where children feel safe and eager to learn. She supports children's well-being superbly with reassurance and fully embedded routines. The childminder builds strong attachments with the children in her care, which helps them to feel secure. Children are confident and eagerly speak with visitors. The childminder has high expectations for children's behaviour. She encourages good manners and models praise. Children's behaviour is good. They eagerly help the childminder to tidy up the toys when they have finished playing and prepare the table for snack. Children are kind and respectful with a positive attitude to learning.

The childminder plans a varied curriculum that covers all areas of learning effectively. She encourages children to develop their early literacy skills through enjoyable experiences. For example, children enjoy books and story times with the childminder. The childminder uses books as a focus within her curriculum, building on children's communication language skills. Children practise their early writing skills, such as forming the letters of their name. These experiences help children to develop their early reading and writing skills. The childminder encourages children's creativity and imaginations from an early age. Children enjoy making cupcakes for the 'hungry caterpillar' during role-play activities.

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

- The childminder has a clear awareness of where each child is in their learning and what they need to learn next. She offers a good balance of focused, quieter activities and more active play. The childminder makes good use of resources and plans activities that build on children's topics around books, and their interests. The childminder confidently discusses children's starting points and identifies their next steps. However, on occasion, the learning intentions are too varied and broad for children. This does not fully support them to make the best possible progress in their learning and development.
- The childminder provides a language-rich environment. She reads regularly to children and helps them to learn a variety of nursery rhymes. She engages children in conversation and introduces challenging vocabulary to them as they play. Children make good progress with their communication and language skills.
- The childminder supports children to practise their listening skills and their ability to distinguish between sounds. One example of this is when they copy sounds when using musical instruments and follow the different beats they hear with the childminder. Children have fun and are fully engaged.
- The childminder provides healthy routines for children. She ensures that they spend time regularly at the local park and in the garden, where they practise their climbing, running and balancing skills. Children learn to hop and jump as

they play number games in the garden. The childminder stores children's packed lunches appropriately and provides healthy fruit snacks.

- Children enthusiastically join in with the wide range of activities that the childminder offers. They become immersed in their learning as the childminder knows what captures their curiosity. However, sometimes the childminder does not give children time to explore their play and emerging interests before moving them on to another activity. This reduces opportunities for children to practise their skills and explore new interests through their play.
- Children begin to develop an understanding of mathematical concepts. The childminder introduces numbers and shapes to children as they play. She uses mathematical language during activities. For example, children talk about the different sized butterfly sticker they use. She encourages children to solve mathematical problems, such as how many less they have during snack. Children use mathematical language confidently during their everyday play.
- Partnerships with parents are effective. The childminder builds meaningful bonds with parents. Parents are well informed about what their children have enjoyed during the day. The childminder completes regular assessments of children's learning and shares this with parents. Furthermore, she provides ideas to help parents to continue their children's learning at home.
- The childminder is highly reflective. She regularly assesses the effectiveness of her provision and identifies areas for development. She seeks out online training as well as support from the local authority early years team to ensure her knowledge is up to date.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- target children's individual learning needs and interests more accurately, particularly during planned activities, to extend their learning further
- allow children time to develop their own play and emerging interests so they make even better progress in their learning.

Setting details

Unique reference number	504225
Local authority	Barking and Dagenham
Inspection number	10388404
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2001. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder holds an appropriate early years qualification at level 3. The childminder operates her childminding service Mondays to Fridays, from 8am to 6pm for most of the year. She offers the government funding for early years children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector completed a joint observation and discussed the teaching.
- The inspector observed the quality of education being provided and assessed the impact this was having on children.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- The childminder shared feedback from parents 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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