

Childminder report

Inspection date: 11 March 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children smile, laugh and are happy at the setting. They enjoy making choices about their play and they develop good levels of self-confidence. This helps them to express their wishes. Children settle well and develop good attachments with the childminder. They form friendships with other children and play together well. The childminder encourages children to consider one another's feelings and reminds them to share resources. She praises their positive behaviour and children respond well, taking turns with resources. The childminder is kind and cares for children's needs well. Occasionally, she misses opportunities to encourage them to think about how to manage their own care needs independently. The childminder carefully considers children's interests and what she wants them to learn, when planning her curriculum. She provides plenty of opportunities for children to develop their physical skills, such as when they explore climbing equipment, swings and slides during visits to the park. She talks to children about what they can see and hear during walks in the local area. This contributes to children's good understanding of the local community and the world around them.

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

- The childminder has a professional development plan to help her build on her knowledge and skills effectively. For example, she used ideas from her training to encourage children to experiment with different textures through messy play.
- The childminder knows the children well and has developed an ambitious curriculum for them. She makes accurate assessments of children's development to support them to gain the skills they need. For instance, the childminder talked to children as they investigated bowls of cooked and uncooked pasta. She encouraged them to describe the textures and listen to the quiet and loud sounds made when they mixed the pasta. This builds on children's listening and attention skills successfully.
- The childminder provides resources that motivate the children. For example, she provides pencils and paper for them because they enjoy drawing and mark-making activities. However, there are limitations in the availability of creative materials, which means that children are not consistently encouraged to explore and express their ideas in imaginative ways.
- The childminder ensures that she follows hygiene procedures well. However, on occasions, she does things for children, such as blowing their noses and wiping their hands, without encouraging them to try these tasks for themselves. She misses opportunities to teach children the benefit of following good hygiene practice and to help them develop their self-care skills independently.
- The childminder's self-evaluation is accurate and includes the views of others. For instance, the childminder liaises with the local authority childminder development officer to reflect on her practice. This supports her to identify

strengths and areas to improve, to help raise the overall quality of the provision.

- Children know the rules and the childminder's expectations for their behaviour. When children push boundaries, the childminder reminds them of what is and is not acceptable. For example, when children scraped shape cutters along the wall, the childminder showed them where that equipment should properly be used. This helps children regulate their own behaviour.
- Children enjoy accessing a range of reading material, including stories and factual books. For instance, children sat and looked at an information book about snakes with real interest. The childminder ensures that books reflect the diversity of those who attend the setting and those in the wider community. This helps children to see a diverse range of ethnicities and abilities represented positively in everyday play.
- Partnerships with parents are positive. The childminder gathers information from parents before children start at the setting, to help build a clear picture of each child. She shares observations and assessments with them and keeps them informed about their child's next steps. This helps build a continuity of care and development between home and the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and has effective policies in place. She recognises the signs of potential abuse and is alert to signs that a child may be a risk of exposure to extreme views and ideas. She knows the procedures to follow to escalate concerns regarding a child's welfare. The childminder understands the importance of documenting concerns precisely. She undertakes regular training to keep her safeguarding knowledge and practice up to date. She uses ongoing risk assessments to help her provide a safe environment for children in her care.

What does the setting need to do to improve?

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

- encourage children to carry out hygiene procedures for themselves and so develop their self-care skills
- provide children with a variety of materials to promote their creativity and express their ideas in imaginative ways.

Setting details

Unique reference number	504369
Local authority	Barking and Dagenham
Inspection number	10120363
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 October 2015

Information about this early years setting

The childminder registered in 2000. She lives in Dagenham, Essex. The provision is open all year round, Monday to Friday, from 7am to 5.30pm. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector and childminder completed a learning walk and discussed how the environment is organised to support children's learning.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector sampled a range of documentation, including training certificates, policies and children's observation records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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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