

Childminder report

Inspection date: 1 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 provides an ambitious curriculum to equip children with fundamental skills, such as independence and effective communication. This helps to prepare children for their next stages in learning, including starting school. The childminder teaches children well. She skilfully weaves information throughout the activities and asks questions that stimulate children's thinking skills. For instance, as children make pretend ice creams, the childminder talks about shapes and sizes. She asks how much they will cost and encourages children to count out coins, helping to develop their understanding of mathematics. Children thoroughly enjoy the childminder's playful interactions, which ignite their love of learning. They are confident learners, who demonstrate a wide range of knowledge and skills.

The childminder provides a safe and nurturing space, where children feel valued and included. She has high expectations for children's behaviour. The childminder teaches children how to follow routines and get on well with others. Her gentle guidance helps children to understand the expectations and promotes their independence well. For example, the childminder teaches children to wash their hands effectively before they eat and to tidy up when they have finished playing with toys and resources. Children are happy and relaxed with the childminder and their behaviour is good.

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

- The experienced childminder shows an enthusiastic and professional approach to her role. She regularly refreshes mandatory training to help her to keep children safe and well. The childminder is keen to develop her practice and makes good use of her links with other childcare professionals, such as teachers at a local school. She gathers ideas for activities to further enhance her curriculum for children.
- The childminder monitors children's learning closely to ensure that she has a robust understanding of their abilities and learning styles. She uses this knowledge to plan an exciting environment, which supports children's next steps in learning. For example, the childminder encourages children's early literacy skills in fun ways, such as making marks in damp sand. Children are really proud when they form the first letters of their names and are motivated to try this using other materials, such as chalk.
- Children are enthusiastic learners and show high levels of involvement as they play. The childminder plans around children's interests and offers adaptable resources, which foster their creativity. For example, children have great fun playing with coloured dough. They use their imaginations as they create different types of 'food' to sell in their pretend shop. Children confidently set themselves challenges, such as who can make the longest piece of dough. They

enjoy the friendly competition and remain focused on their goals.

- The childminder is mindful of nurturing children's emotional well-being. She supports children through difficult interactions with others, helping them to express their feelings in positive ways. Children learn to moderate their behaviour and are kind and thoughtful towards others. For instance, they comment, 'You are my friend, so you can have a turn first.'
- The childminder promotes healthy lifestyles for children well. She offers appealing activities to enhance their understanding of good oral health. As children pretend to make ice creams and cupcakes, the childminder reminds them that too much sugar can damage their teeth. She provides resources so that they can pretend to be dentists. This enables children to explore ideas further and practise new vocabulary. They enjoy 'drilling' pretend teeth and proudly announce that they do not have holes in their teeth, because they brush them every day.
- The childminder provides resources and activities that introduce children to some key festivals and cultural events, such as Lunar New Year. However, she does not consider how to further enhance children's understanding of people and communities outside of their own experiences. Therefore, children do not have consistent opportunities to learn about their similarities and differences to others.
- The childminder values her partnerships with parents and carers. There is a good exchange of information about children's development and care arrangements, which delivers consistent experiences for children. Parents emphasise their trust in the childminder and the close and loving relationships she has with their children. They say that children make good progress through the childminder's curriculum, particularly with their social skills.

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:

- extend opportunities for children to learn about people and communities outside of their own experiences to further enhance their understanding of their similarities and differences to others.

Setting details

Unique reference number	504405
Local authority	Barking and Dagenham
Inspection number	10376056
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 1997. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder operates her service from 7am to 6pm, each weekday, throughout most of the year. The childminder provides government funded childcare for children from the ages of nine months to four years.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding. She explained how she provides a safe and suitable learning environment and caters for children's individual needs.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact on the 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 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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