

Childminder report

Inspection date: 20 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children explore all areas of the childminder's home, and demonstrate that they feel safe and secure. The childminder provides an extremely welcoming environment for them. Children are very confident and express their wishes and feelings to adults. Children enjoy plenty of deep and uninterrupted learning. The childminder plans a broad range of activities based on children's interests. She consults children about what they prefer to do. They learn about life cycles, other people and communities, and their traditions. Older children quickly gain skills that equip them very well for starting school. For example, they learn to decode the sounds in simple words, and read them. The childminder has very high expectations of children's behaviour. She is an excellent role model for the children to emulate. Her interactions with them are based on respect and trust. The childminder has clear boundaries, and children are aware of what is acceptable and unacceptable in her home. As a result, children's behaviour is exceptional. The childminder is kind and softly spoken. She gently persuades children to try unfamiliar activities. They trust her, and, as a result, overcome their inhibitions. Hence, children attempt unfamiliar activities that fall outside of their immediate interests. The childminder's well-thought-out routines enable children to learn to take responsibility for their personal safety outside of her home.

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

- The childminder maximises opportunities to extend children's learning. For example, children learn simple orientation skills as they plot the route they walk along to playgroup on a map. Children demonstrate well-developed communication skills. The childminder introduces new words during sensory activities. Children use these new words in their talk and play. They are encouraged to speak in full sentences when they recount or describe events. Children have good mathematical skills. They can count and recognise numbers. They apply their knowledge of shapes to describe how they would like their sandwiches cut, for example. The childminder promotes children's literacy well. Children initially learn to write and make marks with different tools, and in various textures. They quickly progress to recognising and writing their names in clearly formed letters.
- The childminder is a highly experienced practitioner. She has a very good knowledge of child development and understands how young children learn. She makes precise assessments using her observations of children. Her monitoring of children's progress is very thorough. Children progress confidently through their next steps in learning. This is because the learning opportunities she provides are closely matched to their interests.. For example, the childminder placed rattles and other sensory toys just beyond babies' reach. Afterwards, she gently encouraged them to move off her lap and retrieve the toys. Babies quickly learn

to regard her as a safe person from where they can explore. This helps them to quickly form positive attachments with her soon after they begin attending her provision.

- Children display high levels of independence. For example, they dress and undress themselves during role play. Hygiene standards are very high. Children wash their hands after playing and before eating. Children know that germs can 'hurt their tummies'. They know what foods help them stay healthy. Children willingly tidy up and have regard for the childminder's pets. Children learn to manage risk well. The childminder has a well-embedded road safety procedure for children's outings. Children know when to stop, look and listen for oncoming traffic during their walk with her to the local school.
- Children follow the childminder's routines well. They show high levels of respect for her, other adults and the resources. Children play cooperatively together. They remain immersed in play for extended periods, and are curious learners. For example, children were very excited and enthusiastic to learn about Chinese New Year mythology.
- Parents speak very highly of the childminder, and many have long-standing relationships with her. This is because they have placed siblings in her care. Parents say she is trustworthy, and say that the childminder prepares their children well for their transition to school.
- The childminder knows the areas of strength of her provision. These include the high standard of care and the education children receive. She views her provision as an important community resource. The childminder has a good relationship with teaching staff at the local school. Hence, she is aware of what children need to know and be able to do on entry. The childminder has attended additional training since the last inspection. She has plans to undertake further professional training to continue to deepen her knowledge and extend her excellent childcare practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what signs suggest a child may be suffering possible abuse. She has a clear procedure to follow should she have concerns about a child. Parents are informed about the childminder's safeguarding procedures. The childminder conducts thorough risks assessments for all children's activities, in the home and on outings. She remains alert to any potential hazards that may compromise children's safety and addresses them quickly. She routinely checks toys and resources. Defective equipment is immediately removed from use. Hence, she ensures that children are kept safe while in her care.

Setting details

Unique reference number	EY286463
Local authority	Barking and Dagenham
Inspection number	10137718
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2005. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder offers her service from Monday to Friday, from 7am until 6pm, all year round, except for bank holidays and family holidays. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector accompanied the childminder on the afternoon school run. This helped to establish the extent to which children are kept safe outside of the childminder's premises.
- A learning walk of the childminder's home was conducted by the inspector, accompanied by the childminder. This helped to clarify how different areas support the curriculum.
- The inspector sampled a range of documents, including children's records and the childminder's qualifications.
- A joint observation of an activity took place, which was used to evaluate the quality of teaching and learning.
- The inspector observed the quality of interactions between the childminder and children.
- Parents spoke to the inspector and gave their views in writing.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020