

Childminder report

Inspection date: 28 June 2023

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

Children are happy, safe and secure in the care of this friendly childminder. They separate happily from their parents and are keen to start their day. Children have a warm, comfortable relationship with the childminder. They enjoy cuddles while reading stories and look to her for reassurance when tired. Children are treated with kindness and respect, and their choices are valued. For example, before nappy changing, children are asked if they prefer to stand up or lie on the mat. Children are well behaved.

The childminder ensures that children have access to many outdoor activities and planned outings. Children visit local parks and libraries on a daily basis so that they can explore green spaces and borrow books to share at home with their parents. Children are excited to go out with the childminder and very happily help to gather together the things they want to take with them.

The childminder has high expectations of children and their learning. Children have access to a range of learning opportunities, both indoors and outdoors. Children experience real-life learning that is offered in a creative way. For example, the childminder and children roll small coloured hoops down a hill, guessing which will be fastest or slowest.

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

- The childminder is very kind and is a good role model for children. She is calm and reassuring, particularly when children are upset. She talks to children about feeling 'happy' and 'sad' and encourages them to express themselves. This helps children to develop a feeling of self-worth and to be able to express their emotions. Children are not rushed during activities or while they are exploring. Overall, the childminder works at children's pace and checks to see if they are ready to move on.
- During play, the childminder uses every opportunity to enhance children's learning. She includes number, colour and shape while describing what children can see. For example, while walking to the park, the childminder points out three brown dogs, one small and two much bigger. These everyday opportunities provide a relaxed way for children to gain vital knowledge.
- Children go on local outings every day to experience the wider community. They visit large green spaces where they can run, climb, look for minibeasts and feed the ducks. They also visit local libraries so that they can borrow books and resources. However, the childminder does not plan opportunities to help children learn about faiths and cultures that are different to their own in the educational programme.
- The childminder has well-established routines that children can be heard

referring to. These routines help children to feel safe and secure.

- The childminder talks to children and helps to expand their vocabulary in everything they do. She introduces new words, such as 'guava' and 'duckling'. However, sometimes, she does not give children enough time to respond to questions. At these times, children do not make as much progress with their speech and language development as they could.
- Children have opportunities to develop their self-help skills and confidence. They help the childminder to wipe the table ready for lunch and use wipes to clean their own hands.
- The childminder works with the local authority to keep her training and development up to date. She regularly attends both online and face-to-face training to keep abreast of developments in the early years.
- Parents are happy with the care their children receive. They are kept up to date with what their children are learning at drop-off and collection times and, more formally, with written progress reports. Parents appreciate the loving relationship that the childminder has with children and understand how important that relationship is.
- The childminder gathers information about children when they start at the setting. She finds out about children's routines and interests at home. The childminder uses this information to support her assessments of children's learning. She is reflective in her practice and thinks about what children know and what they need to learn next. These next steps help children to prepare for lifelong learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe. She has a good understanding of child protection and what actions she would take if she was concerned about the safety of a child. The childminder is knowledgeable about the main types of abuse and neglect, and her training is up to date. The childminder completes daily checks on the premises and continuous visual checks to ensure that the environment is safe and secure. The childminder regularly reviews her risk assessments, particularly those used for outings. The childminder prioritises the removal of choking hazards, particularly at mealtimes.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about different faiths and cultures other than their own to help them gain an understanding of diversity
- support children's speech and language development by giving children enough time to respond to questions.

Setting details

Unique reference number	EY304186
Local authority	Barking and Dagenham
Inspection number	10285352
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 October 2017

Information about this early years setting

The childminder registered in 2005. She lives in Barking, in the London Borough of Barking and Dagenham. She cares for children from Monday to Thursday, throughout most of the year.

Information about this inspection

Inspector

Laura Coletti

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting 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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