

Childminder report

Inspection date: 16 October 2024

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

The provision is good

Children are happy and comfortable with the childminder, forming strong relationships with her. They are offered a wide range of stimulating resources and activities. Children enjoy story times with the childminder throughout the day, choosing books and taking them to her to read. The childminder constantly comments on what children are doing and allows time for them to respond to her. This helps to develop their communication and language skills. The childminder is highly attentive to children's individual needs and plans an appropriate curriculum, which helps them make good progress in their learning and development.

Children demonstrate high levels of engagement in their play. For example, they demonstrate good concentration skills as they build towers out of cups and wait patiently for their turn in shared games, helping to develop their social skills. The childminder swiftly manages unwanted behaviour, which helps to create a calm atmosphere where children respect each other.

There is a strong focus on hygiene and cleanliness. For example, children are reminded that they need to wash their hands before snack time. This promotes children developing good hygiene and self-care habits. Politeness is encouraged throughout the day, so children learn to say 'please' and 'thank you', helping them develop good manners.

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

- A well-planned transition process means new children settle in with ease. Families are welcomed into the childminder's home to introduce children to the environment and to start building a relationship with her.
- Interactive reading supports children to develop their imagination and build their vocabulary. The childminder holds children's interest by making links with what they know. For example, they talk about what makes a rainbow. She explains that they should keep a look out in the sky today, as the sunshine and showers might bring a rainbow.
- Learning is fun and interesting for children. Children immerse themselves in fruit-stamping activities, which develops their hand-eye coordination. The childminder prompts them to name the colours they are using and describe how the paint feels. She introduces new words, such as 'squishy and slimy'. However, on occasion, the support the childminder offers limits children's opportunities to do things for themselves.
- Through sensitive encouragement, the childminder supports children to understand rules and boundaries. Younger children watch and learn from older children, who show care and kindness towards them. Together, they tidy up after snack time and put books and resources away after using them. This helps

children to develop a sense of responsibility for their environment.

- The childminder provides activities to support children's next steps. For example, peekaboo activities for younger children help them to develop their attention and concentration skills. Older children develop their creative skills by banging on drums, copying the childminder as she creates music patterns. Any gaps in children's learning are quickly identified, and support from external agencies is requested as needed.
- Children are offered some resources and opportunities to celebrate differences and similarities. They occasionally learn about some cultural celebrations, for example Diwali and Chinese New Year. However, these opportunities are not consistent or varied and there are not enough resources to promote inclusion, which means that children have limited opportunities to support their understanding.
- Children attend stay-and-play sessions in the community. This supports them to develop confidence in socialising with other children. Regular walks in the locality help children to learn about road safety and promote good walking habits.
- Parent feedback shows they value the service the childminder provides and that their children are happy and safe with her. They share that they welcome the partnership working with her. For example, she shares tips on potty training and behaviour management with parents, so there is consistency in the care children receive.
- The childminder keeps up to date with developments in the early years by accessing training, including that which is offered by the Department for Education. She seeks support and guidance from the local authority early years coordinator to continually develop her practice.

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:

- consistently encourage children to do things for themselves to promote their independence and self-help skills
- introduce a broader range of resources and opportunities to promote different identities and abilities, including cultural differences and practices.

Setting details

Unique reference number	EY309920
Local authority	Barking and Dagenham
Inspection number	10354880
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 November 2018

Information about this early years setting

The childminder registered in 2005. She lives in Dagenham, in the London Borough of Barking and Dagenham. She operates her service full time, throughout the year. The childminder provides free early education for children aged three years.

Information about this inspection

Inspector

Rehema Essop

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her approach to learning.
- A leadership discussion was held with the childminder.
- The inspector gained some views from parents about the childminder and her provision.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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