

# Childminder report

---

Inspection date: 20 February 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy very close, nurturing relationships with the childminder. She maintains babies' home care routines, and babies settle securely. The childminder ensures that children feel valued, for example by smiling and talking to them using warm tones. She has high expectations of children.

The curriculum is carefully organised and covers the areas of learning effectively. Children are enthusiastic and keen to take part in activities. They develop good creative skills. For example, they enjoy exploring the texture of cooked spaghetti and use scoops to fill and empty containers. Children make marks on paper using crayons, paint and chalk. They have good physical skills. The childminder ensures that babies have lots of space to move around and pull themselves up. They crawl through tunnels and roll around on cushions. Children develop good small-muscle control. For instance, they pick up small balls and place them into buckets. Children behave well. The childminder is kind and fair in her approach. She explains why some behaviour is not acceptable and shares group rules with children. Children learn to share and take turns well. They develop a wide range of useful skills in preparation for school.

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

- The childminder offers children a broad range of stimulating activities linked firmly to their interests and stage of development. This supports their learning well, and all children make good progress.
- Children gain a good understanding of the world. For instance, the childminder takes children to the local pond to teach them about ducks and other aquatic life. She talks to children about different seasons and points out changes in nature.
- The childminder supports children's mathematical development effectively. She sings number songs and rhymes to support their counting skills. The childminder points out and names different shapes in the environment. She uses words, such as 'big' and 'small', to help children to understand about size.
- Children learn about difference. For example, the childminder provides children with access to multicultural dolls, puzzles and books. She discusses and celebrates special religious and cultural events with children, such as Diwali and Chinese New Year.
- Children learn good communication, language and literacy skills. The childminder talks to children throughout the day and asks effective questions. She gives them time to think and respond. The childminder reads stories and sings songs and rhymes to support children's language and literacy skills.
- The childminder has effective partnerships with parents. She talks to parents every day to give feedback on children's activities and development. Parents

share their observations of their children with the childminder, which she uses to inform activities. This supports children's good progress.

- Children gain good independence skills. For instance, the childminder ensures that children can select a wide range of toys and resources of their own choice. She teaches babies how to feed themselves, and babies get their own beakers when they are thirsty.
- The childminder ensures that children are safe. She cleans all parts of her home regularly, including toys and resources. The childminder reduces the risk of cross-infection by cleaning changing mats after each use.
- The childminder provides children with a nutritionally well-balanced diet that meets special dietary needs. She provides healthy routines for children by ensuring they have daily opportunities for physical exercise.
- The childminder is committed to the development of her skills and knowledge. She has attended several courses, including a course on supporting children who have autism spectrum disorder. This led to greater understanding of how to support children who have autism spectrum disorder.
- The childminder reflects on her practice regularly. She has a good understanding of where the strengths and weaknesses lie in her practice. The childminder has set clear goals for improvement, such as to continue to develop her understanding of how to support children who have special educational needs and/or disabilities.
- The childminder has begun to teach children about ways to keep teeth and gums healthy. However, this has not been fully developed to support their awareness of good oral hygiene.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what she needs to do if she has concerns about a child's welfare. She is aware of possible signs that a child might be at risk of abuse. The childminder knows the relevant agencies to report her concerns to. She is aware of safeguarding issues, such as how some children may be at risk from extreme ideas or behaviours.

## What does the setting need to do to improve?

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

- develop children's awareness of good oral hygiene further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY316720                                                                          |
| <b>Local authority</b>                             | Barking and Dagenham                                                              |
| <b>Inspection number</b>                           | 10234972                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 28 February 2017                                                                  |

## 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 provides care for children from Monday to Friday, from 7am to 7pm, all year round, except for public bank holidays. She accepts funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

### 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 inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023