

Childminder report

Inspection date	22 August 2018
Previous inspection date	21 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The childminder includes the views of parents and children as part of her self-evaluation. She works with the local authority and attends childminder meetings to share positive practice. The childminder reflects well on the service she provides and identifies areas for improvement.
- The childminder provides engaging activities to extend children's learning successfully. For example, she offers different-sized containers and talks to children about 'bigger' and 'smaller', as they splash, pour and fill pots in the water tray.
- Babies form a secure attachment with the childminder and turn to her for comfort when they are unsettled and need reassurance. They develop the confidence to try new activities, such as climbing onto higher levels.
- The childminder regularly promotes mathematics to help prepare children for future learning and their move on to school. This is illustrated when children count objects with the childminder, sing songs about numbers and recognise numbers on display outdoors. Children make good overall progress in their learning.

It is not yet outstanding because:

- The childminder does not consistently gather sufficient information from parents about what their children know and can do before they start at the setting, to plan challenging activities from the start.
- Although the childminder encourages healthy eating and physical exercise, she misses opportunities to help children understand why it is important to make healthy lifestyle choices.

What the setting needs to do to improve further

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

- gain more information from parents about what their children know and can do, before they start at the setting, to help plan more highly challenging activities
- support children to understand why it is important to have a healthy diet and engage in physical exercise.

Inspection activities

- The inspector sampled a range of documentation, including children's records and the childminder's policies, procedures and training certificates.
- The inspector observed children's play and discussed their progress with the childminder.
- The inspector looked at the environment and the resources available to children while at the setting.
- The inspector carried out an observation with the childminder of a planned activity and discussed her planning.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of safeguarding procedures and knows how to escalate concerns that a child may be at risk of harm. She carries out thorough risk assessments before children access the garden, to help keep them safe. The childminder completes a range of training to keep her skills and knowledge up to date. She implements ideas from training sessions, such as helping children to understand the world, to support them to make sense of their community. Children develop an understanding of people beyond their immediate family. Children show this as they enjoy playing with small-world figures that represent many cultures, ethnicities and abilities. The childminder actively encourages children to respect one another.

Quality of teaching, learning and assessment is good

The childminder completes detailed observations to assess children's development and learn about their interests. She uses her knowledge of the early years foundation stage to plan appropriate next steps. She informs parents of the progress their children make and gives them ideas about how to extend children's learning at home. Children develop early technology and problem-solving skills. They discover how to make cause-and-effect toys pop up and how to use the functions on toy telephones. The childminder supports babies to develop their language. For example, she repeats single words babies say, such as 'hello' and 'bye-bye', as they talk on the telephone.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and engaging environment, that encourages children to explore various activities. For example, children enjoy sitting to look at lift-the-flap books together, talking about the animals they find, as well as laughing and stretching, as they roll on a large ball in the garden. Children enjoy planting seeds and watering the fruit that they grow in pots. This contributes to children's understanding of growth and the world around them. Children manage risk effectively and enjoy opportunities to practise this. For example, two-year-olds hold knives correctly to cut pieces of fruit at snack time in a safe manner. The childminder gives clear guidance on the behaviour she expects and involves children in setting rules. Children display positive behaviour and treat one another with kindness.

Outcomes for children are good

Young children develop the independence skills needed to prepare them for school. For instance, they successfully put on their own socks and boots before going into the garden. Children have good opportunities to practise the skills needed for their next stage of learning. Children are familiar with daily routines, such as tidying away toys and cleaning their hands before lunch. They follow these routines successfully. Children make progress that is typical for their age.

Setting details

Unique reference number	EY330040
Local authority	Barking and Dagenham
Inspection number	10068379
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 May 2015

The childminder registered in 2006. She lives in Dagenham, in the London Borough of Barking and Dagenham. She operates from 6am to 7pm, throughout most of the year.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

