

Childminder report

Inspection date: 26 June 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment for children. She is attentive and caring towards them, and works hard to build secure attachments. Children respond positively to the childminder's friendly, calm and reassuring approach. They show that they feel happy and settled in the childminder's care. For instance, children snuggle on her lap for reassuring cuddles if they feel tired.

The childminder has high expectations for children's learning and behaviour. She is a good role model and teaches children to be kind and helpful. The childminder praises children for their positive behaviour, which builds their confidence and self-esteem. Children enjoy doing well. They demonstrate enthusiastic attitudes to their learning and proudly celebrate their achievements. For example, children concentrate intently as they join plastic bricks together to create vertical towers. They clap their hands with glee when they finish and successfully balance the toy animals on top.

Children benefit from many opportunities to develop their independence. For example, the childminder encourages children to manage personal care tasks, such as dressing, eating and using the toilet. Children demonstrate that they enjoy doing things for themselves. This provides good preparation for the next stages in their learning, including starting school.

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

- The childminder provides a varied curriculum that helps children to build on what they know and can do. She plans the activities based around the things that children enjoy. This ignites children's eagerness to take part and learn. The childminder teaches children well as they play. For example, she introduces children to new vocabulary and engages in back-and-forth conversations with them. This helps children to become confident speakers.
- The childminder introduces children to books at an early age and encourages them to draw and make marks. This fosters children's interest and enjoyment in literacy. Toddlers show that they can handle books carefully and correctly. They seek out their favourite stories and confidently 'read' them to the childminder.
- The childminder takes children on local outings, such as to the parks and shops, which help them to feel part of their community. However, she has not fully considered how to teach children about people and communities outside of their own experiences, to support their understanding of their similarities and differences to others.
- The childminder provides some opportunities for children to be creative and develop their imaginations. For instance, children draw pictures with crayons and make up simple stories as they play with toy figures. However, the childminder

does not consistently support children to explore and express themselves creatively in different ways, such as by providing a variety of media and materials.

- The childminder gently implements the rules and boundaries in her setting, such as by reminding children to tidy up after play and to wash their hands before eating. She sensitively supports children to recognise and talk about their emotions. For example, the childminder has introduced pictures showing a variety of facial expressions, to encourage children to communicate how they are feeling. This provides an important step in helping children to regulate their behaviour.
- The childminder understands the importance of working in partnerships with parents and ensures that there is a daily exchange of information. This helps parents to understand what their children have been doing and supports continuity for children's care and learning. The childminder also develops good links with staff at other settings that children attend. She finds out about the things that children are learning, so that she can continue this in her setting.
- The childminder regularly updates mandatory training, including paediatric first aid and safeguarding, to help her to keep children safe and well. She is mindful of children's well-being and fosters their understanding of how to stay safe. For instance, on a very hot day, the childminder explains why children must be shaded and drink plenty of water, to help them to stay cool and hydrated.

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:

- support children to learn about people and communities outside of their own experiences, to help to develop their understanding of diversity
- enhance the curriculum for expressive arts and design further, to ensure that children experience a broad variety of opportunities to develop their creativity.

Setting details

Unique reference number	EY330040
Local authority	Barking and Dagenham
Inspection number	10347000
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 August 2018

Information about this early years setting

The childminder registered in 2006. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder operates her service Monday to Friday, from 7am to 6.30pm, throughout most of the year. She offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas of her home used for childminding. She explained about the curriculum and how the provision is organised.
- The inspector observed a range of routines and activities, to help to evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector observed and spoke to children, to help assess their experiences in the setting.

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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