

Childminder report

Inspection date:

12 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and show they have a good bond with the childminder, who is kind and caring. They participate in a range of activities and enjoy making choices about their play. Children benefit from a well-resourced play room and have a good variety of toys and resources to explore. Despite these strengths, the childminder does not always maximise opportunities that arise during play to extend and challenge children's learning. As a result, children do not show consistently good levels of engagement and often move on to the next activity quite quickly.

The childminder is attentive and actively joins in with children as they explore and play. However, she does not give children clear and consistent messages about expected behaviour and boundaries. This means children do not always learn about expected conduct. Despite this, children enjoy exploring toy cars and road maps and like grouping the corresponding-coloured cars together. This helps to support their early mathematical skills. They also like exploring stacking hoops and learn through trial and error about order, shape and size.

Children also participate in painting activities and name different vehicles and colours. This helps to develop their creativity and knowledge of the wider world. Furthermore, children enjoy reading stories and looking at books that help to build their vocabulary and understanding of new words.

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

- The childminder has made some positive improvements since her last inspection. For instance, she has engaged in a wide range of training and professional development and improved her knowledge of the learning and development requirements. Despite this, her implementation of how she supports children's learning and behaviour during play is not yet consistently good.
- The childminder has an effective settling-in process established. For instance, she gains key information from parents when their children join about their interests, routines and cultural backgrounds. She also gains relevant information about children's current stage of development and any gaps in their learning. She then uses this information to plan activities that help children to move forward in their learning.
- The childminder has positive processes in place for monitoring children's new achievements and progress. For instance, she regularly observes children's development and makes assessments of their progress, which she frequently shares with parents.
- Parents express good levels of satisfaction with the service the childminder offers. They state that the childminder is kind, supportive and helpful. They also discuss that their children enjoy attending and are making good progress.

Parents also value the good communication from the childminder and express that they feel involved in their children's learning.

- Children have frequent opportunities to play with other children. For instance, when attending local parks, play groups and the library. This helps to develop their social skills and broadens their daily experiences.
- The childminder supports children to develop healthy lifestyles. For instance, she promotes lots of active play, which helps to develop their physical skills, and serves a good range of nutritious and healthy snacks and meals.
- Children have opportunities to learn about diversity and the lives of others that are different to their own. For instance, they explore a range of books and resources and celebrate a variety of cultural festivals throughout the year. This helps to teach children about the wider world.
- Children evidently feel settled and safe with the childminder. However, on occasion, they do not show positive attitudes towards learning and require clearer guidance about appropriate behaviour. Although children have some opportunities to practise their independence skills, the childminder does not routinely support them to tidy up their toys or express how they feel about doing this in an appropriate way.
- The childminder completes daily risk assessments to ensure children play in a clean, safe and suitable environment. Furthermore, she has responded well to trying to minimise the spread of COVID-19. For instance, she has taught children about the importance of frequent handwashing and regularly washing the toys and resources to minimise any spread of infection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows good commitment to keeping her safeguarding, first-aid and fire-safety training up to date. This helps to create a safe environment for children to learn and play. The childminder also has a good understanding of the signs and symptoms of abuse. She knows the importance of being alert to any issues in a child's life at home. Furthermore, she understands how to report any concerns to the appropriate agencies in a swift manner and also the importance of keeping detailed records in relation to children's safety and welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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raise the quality of education and ensure teaching and activities capture children's interest, to increase their overall engagement	09/02/2023
improve behaviour management strategies to help children learn about boundaries and expected behaviour in a more consistent way.	09/02/2023

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

- continue to build on supporting children to develop their independence skills, helping them to understand expectations in relation to tidying up and dressing themselves, for instance.

Setting details

Unique reference number	EY334897
Local authority	Barking and Dagenham
Inspection number	10217805
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 November 2021

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 on Monday to Friday, from 9am until 7pm. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector carried out a number of observations of the children's experiences at the setting.
- Parents' views were considered as part of the inspection.
- A range of documentation was viewed, including the childminder's training certificates.
- The inspector and childminder completed a learning walk together to discuss the different activities and learning intentions for the children.

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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