

Childminder report

Inspection date: 13 February 2020

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

The provision is good

Children enjoy the company of the dedicated, warm and caring childminder. They delight in sharing their resources and activities with her. For example, they play 'shops' together, make money to use and talk about their favourite food. Children develop their creative and imaginative play as they select from a wide range of interesting resources. The childminder provides an environment rich in stories, books and the written word. Children excitedly recall their favourite stories and the characters in them. They confidently use their developing language skills to express their ideas and thoughts. The childminder builds on children's home experiences but could develop parents' roles in their children's learning even further. The childminder thinks carefully about how she supports children's learning. Children benefit from a challenging and stimulating curriculum. However, the childminder acknowledges she could develop her professional knowledge even further. Children behave well and are very happy. The childminder gently supports children in learning how to share and take turns. Children are sociable and confident. The childminder uses her risk assessments effectively to help her keep children safe, inside her setting and outdoors. Children flourish in the calm environment the childminder creates.

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

- The childminder places children's emotional well-being at the heart of her practice. Children learn to explore and express their feelings. For example, they describe how their special people make them feel. The childminder helps children to record their thoughts on hearts they have made. Children hang these on an 'emotions tree' in their outside space.
- Children benefit from interesting opportunities to engage with the local area and community. The childminder supports them in understanding that there are many people whose lives are different to their own. For instance, children organise collections for charity. They work with neighbours and people in the wider area to contribute to organisations which provide others with help and support. Children learn about how they can take action and make a difference to others.
- The childminder develops ways of sharing information with parents. They are kept well informed about what their children do, and learn, when at her setting. However, the childminder does not consistently develop parents' understanding of the positive impact they can have on their children's learning and development. Occasionally, this can hinder the continuity in children's learning.
- Children enjoy learning about the natural world. The childminder is skilled at observing children's immediate interests and adapting her curriculum to develop and extend those interests. Children are excited by minibeasts they find in a local park. The childminder uses this effectively to support children's curiosity,

language and mathematical skills. For instance, they learn the names of different insects, talk about the variety of colours and count the number of legs insects have.

- The childminder carefully nurtures children's eagerness to learn. Children independently select books to look at and are excited by their developing literacy skills. Children become absorbed in their activities and concentrate for longer periods of time. They are persistent and do not give up easily. For example, younger children select a box of crayons to use and gain satisfaction from using their fingers to pull them out when they become stuck.
- The childminder reflects on the service she provides. She gathers the views of children and uses them to enhance their play experiences. For instance, children contribute to the layout of the room and resources they use. However, the childminder acknowledges she could identify more diverse ways to build even further on her professional skills and knowledge.
- Children benefit from the childminder's effective use of her well-resourced setting. Children are encouraged to express themselves and choose widely in what they play with. All children, boys and girls, do not hesitate to select dolls, bags, cars and construction resources to play with. The childminder creates an inclusive environment which reflects the diversity of all children who attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of her duty to keep the children in her care safe. She knows the signs and symptoms which may cause her concern about the welfare of a child. She has clear procedures in place should she have any concerns. The childminder has made herself aware of the indicators that a child may be at risk of being exposed to extreme ideas or behaviours. She ensures that all necessary checks are carried out on adults who live on the premises.

What does the setting need to do to improve?

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

- enhance partnerships with parents even further to develop their understanding of how to support their children's learning at home at a deeper level
- develop opportunities to further enhance professional skills and knowledge to raise the quality of teaching even higher.

Setting details

Unique reference number	EY343401
Local authority	Barking and Dagenham
Inspection number	10120463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2008. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder operates her service Monday to Friday, from 8am to 6pm, for 49 weeks of the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The childminder and inspector carried out a learning walk. The childminder discussed how she uses her resources and premises to support all areas of children's learning.
- The inspector observed children as they were engaged in a variety of activities. The childminder discussed the learning she intended to support and how she plans activities to support what individual children need to learn next.
- The inspector reviewed a sample of the documents the childminder uses, including her safeguarding policy and first-aid certificate.
- The childminder discussed how she observes children and assesses what they need to learn next. She talked about how she develops a challenging and interesting curriculum.
- The childminder talked about how she develops partnerships with other professionals and develops her relationships with 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.

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