

Childminder report

Inspection date: 24 October 2019

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 puts children's interests and needs at the heart of everything she does. She has a good understanding of how young children learn and develop and of the early years curriculum. The childminder values children's opinions, ideas and attentively listens to what they have to say. There is an atmosphere of mutual respect within which children's sense of security and confidence excels. Subsequently, children of all ages are confident communicators and well behaved. Children develop good early writing skills as they enjoy mark making in a range of ways. They use coloured pens to design and decorate charms and write their name and numbers on paper. The childminder provides children with a range of their favourite art and craft activities. However, at times, the childminder focuses more on the end product instead of the benefits that children gain through the process of creating their own designs. This said, the childminder skilfully teaches children a range of mathematical concepts associated with numbers, shapes and measures. For example, in the role-play area, children learn about time as they talk about the 'big' and 'small' hands on a clock face. They use rulers to measure the length of play-dough spaghetti and record their findings to explain and compare the different lengths.

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

- The childminder's teaching is of a good standard. Planned activities are interesting, age-appropriate and challenging. She uses a variety of strategies to ensure children of all ages enjoy the activities she plans. For example, older children are encouraged to read the instructions of creative activities and explain these to the younger children. The childminder develops children's speech by using key vocabulary linked to the activities, such as 'sparkly' and 'shiny', as she plays alongside them. However, the childminder encourages children to create an end product rather than a design of their own choice, resulting in children not using their imagination and thought processes effectively.
- Children have plenty of opportunities to develop their physical skills and an understanding of the natural world. The childminder takes them out for regular walks to the local parks and woodlands and they enjoy picnics and feeding the ducks. However, there are missed opportunities to help children learn further about the similarities and differences between themselves and others in the community that they live in.
- The childminder works closely with parents and other professionals, such as the children's school teachers. She encourages parents to share their knowledge and views of their child's development and achievements from home. For example, the childminder has adapted mealtime menus to ensure she meets children's individual dietary needs. These effective communications help support children's emotional well-being and for them to make good progress.

- Children participate in robust hygiene routines and learn about the importance of healthy lifestyles. The childminder encourages children help themselves to fruit and vegetables throughout the day. The childminder skilfully engages the children in preparing a healthy meal. Children enthusiastically select from a range of healthy toppings, such as mushrooms, peppers and sweetcorn, to make their own pizza. This also develops children's independence and manual-handling skills.
- The childminder accurately assesses children's development and shares this information regularly with their parents, supporting consistent arrangements for children's care. She plans activities to support children's interests and their next steps. Children make good progress from their individual starting points and are prepared well for their future learning.
- The childminder evaluates the quality of her provision and values the views of parents and the children in the process. She networks effectively with other childminders and completes regular online research to keep her knowledge and skills up to date. The childminder reviews what is going well and is committed to her role and her ongoing professional development. For example, recent training to develop children's speech and language has helped her to raise her teaching practice to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has a strong awareness of child protection issues and understands the procedures to follow if she has any concerns about a child's welfare. The childminder's home is risk assessed to a high standard and is subsequently safe and secure. The childminder ensures that there are minimal risks, such as through the use of fireguards and removal of all sharp utensils from the kitchen, to keep children safe. Children have a good understanding of the purpose of regular fire evacuations. The childminder successfully promotes children's safety, welfare and learning.

What does the setting need to do to improve?

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

- make better use of creative art opportunities by giving children sufficient time to explore and think through their own ideas as to what they want to create
- develop further opportunities for children to extend their knowledge of communities and reflect on their own similarities and differences.

Setting details

Unique reference number	EY353947
Local authority	Barking and Dagenham
Inspection number	10068365
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 12
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 September 2015

Information about this early years setting

The childminder registered in 2007 and lives in the Barking area, in the London Borough of Barking and Dagenham. She operates her service all year round from 6.30am to 5.30pm, Monday to Friday. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- During the inspection, the inspector took account of the views of parents by reading their written comments.
- The inspector observed an adult-planned activity and evaluated the learning that was taking place with the childminder.
- The inspector looked at relevant documentation, such as children's records, evidence of suitability and qualifications, and policies and procedures.
- The inspector and the childminder completed a learning walk of the areas used for childminding and discussed how the curriculum is organised.
- The inspector had discussions with the childminder and the children at various points throughout the inspection.

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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