

Childminder report

Inspection date: 31 October 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

Children are happy and settled in the childminder's care. They have a close bond with her, enabling them to feel safe and secure. The childminder encourages children to choose the resources they are interested in. Children especially enjoy opportunities to use their imaginations during role play. They invite the childminder to join them in their pretend supermarket where they sell her fruits and vegetables. The childminder uses this opportunity to talk about healthy eating and how foods are grown. Children are developing good mathematical language skills. The childminder encourages counting and introduces words, such as 'more' or 'less'.

The childminder continually communicates with the children and supports their language and communication skills well. For instance, she models the correct pronunciation of words and introduces new vocabulary to the children during their play. This supports children's confidence in speaking and listening. Children enjoy cuddles, and there is a lot of laughter between the childminder and the children. They sing along to familiar nursery rhymes. Children behave well as they respond positively to the childminder's calm and patient approach. They learn how to share and manage their emotions. Children attend playgroups, local parks and the library. This develops their confidence in social situations.

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

- The childminder knows the children very well. She understands how they learn and what interests them. The childminder monitors the children's progress closely and quickly identifies any gaps in their learning. She uses this knowledge to provide a sequenced curriculum. This builds on what the children already know and teaches them what they need to learn next. All children make good progress.
- The childminder builds effective relationships with parents. She keeps parents updated about the care their child receives through verbal daily discussions. She shares learning through detailed observations and photos to keep parents updated of their children's progress.
- The childminder involves the parents every few months in a more formal assessment of their child's progress to agree next steps. Parents speak highly of the childminder and are very happy with the care and education provided. They praise her for the help and support her setting provides.
- The childminder encourages children to use numbers during child-initiated and adult-led activities. Children recognise numbers and colours on the wooden knock-up bench and confidently count to five. They call out the colours 'purple', 'pink', 'red' and 'green' and say to the inspector 'Look, two blues'.
- The childminder promotes inclusion and diversity and teaches children about similarities, differences, traditions, faith groups in the community and how to

treat people equally. For example, children enjoy playing with toys that help develop an awareness of wheelchair users and people of diverse ethnicities.

- Children are excited to play outside. They fill their watering cans and water the plants. The childminder supports the children's curiosity about the growing plants and helps them understand about their environment. Children develop their coordination skills as they run and have fun in the garden. The children count as they climb up the steps and slide down the slide.
- Children are motivated to learn as they receive consistent praise and recognition for their achievements. For example, they are delighted when the childminder acknowledges their concentration and perseverance to dig and fill their bucket with sand to make sandcastles. They proudly call out 'I did it' as they turn over the bucket and the sand stands firm.
- Overall, the childminder evaluates her practice well and is fully committed to making improvements in her setting. She attends local forums for childminders and has built up strong partnership links with other settings, local schools and services to support the children's growth.
- Overall, children are taught to understand the importance of good personal hygiene. For example, they learn why they need to wash their hands after playing in the garden before and after eating food. However, the childminder has not identified that her arrangements for routine activities, such as nappy changing, do not help children to learn about good practices that support their health and well-being .

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:

- review practice more thoroughly to identify ways to better support children's good health and well-being.

Setting details

Unique reference number	EY372383
Local authority	Barking and Dagenham
Inspection number	10359902
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 December 2018

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 holds a childcare qualification at level 3. The childminder works Monday to Friday, from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector
Sandra Watt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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