

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in the childminder's home. They are warmly welcomed by the caring, nurturing childminder and her assistant and settle quickly in the calm and safe, home-from-home environment. They have developed secure attachments with both the childminder and her assistant, and this is evident from children's cheerful, confident and relaxed behaviour. The childminder knows the children well and where they are at in their development. She follows the children's interests when planning activities, to ensure she captures their interest. They show curiosity and an eagerness to try new things. Children make choices about what they want to do and independently select from a wide range of quality resources. They show enthusiasm to learn and are inquisitive, asking lots of questions.

Children thoroughly enjoy being creative. They choose the paints they need, discussing colours as they paint large-scale pictures of their favourite characters. The childminder has meaningful conversations with them as they paint. For example, they discuss the characteristics of an owl and the need to paint wings. Children compare their work with pictures in a book. They practise early writing as they are encouraged to write their name on their creations. Children behave well, have good manners and demonstrate positive attitudes towards their learning.

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

- The quality of education is good. The childminder is aware of the importance of continuous personal development. She understands that building on her already good knowledge can improve outcomes further for the children in her care. She is committed to improving her knowledge through training opportunities. The childminder has a culture of evaluating the service she provides. She encourages her assistant in her continuous professional development.
- The childminder supports children's personal, social and emotional development. Children's behaviour is good. They have formed friendships with other children who attend and they understand the childminder's expectations and consequences of their actions. They are kind to one another.
- Children's speaking and listening skills are developing well. The childminder asks open-ended questions to help children think for themselves, and gives them ample time to respond. She introduces new words to extend their vocabulary. For example, they talk about 'octagons' and 'hexagons' when making shapes.
- The childminder knows the children and their families extremely well. She supports children's understanding of the world. For example, children access positive images of diversity through the resources available to them. They also enjoy regular outings to the library, park and shops to help them learn about the community they live in. The childminder supports children's knowledge of other families' lifestyles and cultures that are outside of their own experiences.

- Parents are happy with the care the childminder provides. They say she is a 'kind and lovely childminder' and a 'good teacher'. Parents receive regular updates about what their children have done during the day. The childminder communicates with parents about their children's learning and development. However, the childminder has not established links with other early years settings children attend to support continuity of their care and learning.
- The childminder engages children in discussions about the shapes and colours they are using, to secure their understanding of mathematical concepts. They excitedly sing number songs and use simple subtraction. Children enjoy making structures with bricks and are competent with puzzles. However, while the childminder identifies areas where children need further support, she does not extend their understanding of mathematical concepts further to build on what they have already learned.
- Children are encouraged to independently take care of their personal needs, fully supported by the childminder. For example, they go to the bathroom and know to wash their hands after using the toilet. They can independently dress themselves in preparation for going outdoors. They are confident and ask lots of questions, as the childminder ensures that they learn the skills they need for a smooth transition to school and successful future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of their responsibility to safeguard children. They complete regular training to ensure that their knowledge is up to date. The childminder recognises the possible signs of abuse and neglect. The childminder is aware of wider child protection issues, such as how to identify children who may be at risk of exposure to extreme views and behaviour. They understand how to report any concerns regarding children's welfare to the appropriate agencies. The childminder understands how to deal with allegations against herself or a member of her household. Both the childminder and her assistant have a sound knowledge of whistle-blowing and demonstrated a strong commitment to keeping children safe.

What does the setting need to do to improve?

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

- establish positive partnerships with other early years settings that children attend and develop more effective ways to share information about their learning and development
- help older and more able children to extend their mathematical development further.

Setting details

Unique reference number	EY374524
Local authority	Barking and Dagenham
Inspection number	10280145
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	5 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 September 2017

Information about this early years setting

The childminder registered in 2008 and lives in Romford, Essex. She operates all year round, from 6.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the setting.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder and her assistant interacting with children. She held discussions with the childminder regarding what she wants children to learn.
- The inspector viewed a range of the childminder's documentation, including suitability documents for the household members.
- The inspector took account of the written views of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023