

Childminder report

Inspection date:

27 March 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the childminder's home feeling happy and excited after their day at school. They show a high level of independence and a keen awareness of safety. For instance, children understand the importance of staying within sight of the childminder when walking back from school. They also explain to visitors why they use hand sanitiser, emphasising the role it has in cleaning germs, as they return to the childminder's home. Children take turns putting away their belongings. They eagerly engage in playing with their friends and choose activities they enjoy.

The childminder has high expectations of children's behaviour. Children demonstrate good behaviour and show kindness and care toward one another. For example, older children include the younger ones in their imaginative role-playing activities in the garden. The childminder and children share warm and caring relationships. She knows children well and spends quality time with them. The childminder supports children with new skills, such as making pom-poms with wool. She patiently sits alongside children and explains how to complete activities. For example, the childminder encourages young children to find the correct pieces of a complex puzzle. This supports children to be immersed in their play for extended periods of time.

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

- The childminder creates an inclusive environment. She works closely with children to select topics and activities that capture their imaginations and reflect their interests. The childminder's diverse planning includes favourite story characters, World Book Day and religious festivals, such as Eid, Christmas and Diwali. By exploring a variety of topics, the childminder fosters an enriching environment that acknowledges and values each child's unique background and interests.
- The childminder uses her understanding of children's interests to plan a wide variety of engaging activities. For example, children enhance their imaginations by pretending to make ice creams and milkshakes using coloured dough. This helps children to feel confident and independent as they explore.
- The childminder promotes children's physical well-being and teaches them about healthy living. Children can choose from a range of nutritious foods, such as sandwiches and fruit. Mealtimes are social events where children sit together and share their interests and discuss life at home and school.
- Children enjoy engaging in creative activities organised by the childminder, such as playing with water, bubbles and building with construction toys. They show perseverance as they develop their skills and feel proud when they complete their models. The childminder consistently offers praise and encouragement,

which increases children's good behaviour and emotional well-being.

- The childminder is sensitive to children's feelings and builds strong and positive relationship with them. She engages in conversations with children about their day at school, their friendships and their family lives. This approach helps to support and promote children's overall care and well-being.
- The childminder places a high importance on keeping children safe. She conducts daily risk assessments of the indoor and outdoor areas used by the children. For example, she has installed anti-slip floor mats in the hallway to prevent slips on the wooden floor. This helps children to feel safe and secure. The childminder also regularly undergoes safeguarding training to ensure that her knowledge is up to date. Additionally, she practises fire drills with children each term to enhance their safety on the premises.
- The childminder assesses the effectiveness of her setting by incorporating feedback from parents and children. This collaborative approach enables her to make continuous and positive changes that address the needs of all children and enhance their daily experiences.
- Parents and carers praise the childminder for the good quality of care she offers. Many report that their children often do not want to leave at the end of each session. Parents appreciate the childminder's effective communication about their child's day and any messages relayed from the school. Additionally, parents value the flexibility that the childminder offers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY379297
Local authority	Barking and Dagenham
Inspection number	10376575
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	3 to 13
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 May 2019

Information about this early years setting

The childminder registered in 2008. She lives in the residential area of Dagenham, in the London Borough of Barking and Dagenham. The childminder offers wraparound care before and after school, during term time. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- Children spoke with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed all the areas of the childminder's home used by children.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact of these.
- Discussions were held with the childminder about her understanding of safeguarding.

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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