

Childminder report

Inspection date: 27 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 are happy, settled and develop a strong bond with the childminder. They spontaneously seek hugs and enjoy sharing their activities and time with her. The childminder is warm and caring and provides a safe and secure environment for children in her care. She is skilled at using children's immediate interests to support their learning. For example, children interested in animals concentrate as they carefully count how many toy pigs they have. The children behave well and the childminder provides gentle encouragement during activities, but could direct her praise more effectively. The childminder carefully plans activities which challenge and extend children's learning. However, she acknowledges she does not seek out as wide a variety of ways in which to develop her own professional skills as she could. The childminder incorporates books and songs into a variety of different activities. Children dissolve into giggles when she tickles them as they share a favourite nursery rhyme together. Children benefit from the childminder's use of a wide vocabulary and enjoy using the new words they learn. They are motivated learners who experiment and explore. Children are encouraged to be independent learners and happily direct their own play in the well-resourced environment the childminder provides.

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

- Parents praise the childminder. They say that she is helpful and in particular highlight the support they receive while their children settle into the setting. They are happy with the two-way flow of information the childminder establishes. Parents say their children are happy to attend the setting.
- The childminder does not restrict children as they excitedly explore their resources. For example, children swirl and sprinkle oats. They step in and out of the tray, which is on the floor, and listen carefully to the crunching sound they make. Children blow the oats and pretend they are snow. The youngest children chatter and gesture as they express their delight. The childminder ensures children are safe but enables them to become absorbed in what they are doing without unnecessary limitations.
- Children explore the natural world. For example, they help the childminder plant small trees, they scoop and dig in compost and find worms and other insects. Children enjoy regular visits to local parks and green spaces.
- The childminder works effectively with other settings. She uses these partnerships to help her develop resources and activities to support children with special educational needs and/or disabilities. For example, she provides water play enriched with lights and bubbles.
- The childminder reflects on the service she provides and gathers the views of parents. However, she does not consistently identify as many opportunities as she could to update her professional skills and knowledge of children's learning

and development.

- Children benefit from opportunities to learn about the local community and people whose lives are different to their own. The childminder encourages children to interact with local people and learn about their similarities and differences.
- The childminder carefully nurtures children's emotional well-being and confidence. She provides support and encouragement to children. However, her praise does not consistently link to what children have done and on occasion it is not clear what they have achieved.
- When they join her setting, the childminder builds a wide picture of children's lives, special people and experiences. She uses this information, and her own observations, to quickly assess whether children have any gaps in their knowledge and to create sharply focused next steps. The childminder has a positive impact on children's development. For example, as children learn to share, they spontaneously offer their resources to others and say 'for you'. Children progress rapidly in all areas of their learning.
- Children benefit from the childminder's focus on healthy eating. She helps them learn about leading a healthy lifestyle. For instance, children enjoy eating a wide variety of fruit and vegetables. They are encouraged to try new tastes and textures and enjoy the nutritious meals the childminder prepares for them.

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. 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 uses regular risk assessments to identify any potential hazards and help her keep children safe. Adults on the premises have the necessary checks carried out on them.

What does the setting need to do to improve?

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

- identify further opportunities to build on professional skills and knowledge to deepen understanding of children's development
- link praise to what children have done well so they understand what they have achieved.

Setting details

Unique reference number	EY432374
Local authority	Barking and Dagenham
Inspection number	10104405
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 June 2016

Information about this early years setting

The childminder registered in 2011. She lives in Chadwell Heath in the London Borough of Barking and Dagenham. The childminder operates her service from Monday to Friday, 7am to 5.30pm, for 48 weeks of the year.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The childminder and inspector carried out a learning walk. The childminder talked about how she uses her resources and space, including outdoors, to support 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 the impact of the curriculum she plans for them.
- The inspector spoke to a parent to gather their views.
- The inspector sampled some of the documentation the childminder uses, including her safeguarding policy and progress checks for children aged between two and three years.
- The childminder discussed how she evaluates her provision and builds her partnerships 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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