

Childminder report

Inspection date: 19 October 2022

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 settled in the childminder's home. They develop strong, affectionate bonds with her. The childminder's home is clean, tidy and well maintained, indoors and in the garden. This ensures that children's safety and security are assured. The childminder has plenty of toys and resources to support children of different ages and stages of development. Children who spend the day with the childminder, and those who attend before and after school, can engage in meaningful learning and age-appropriate activities. The childminder makes good use of opportunities to extend children's learning, particularly their mathematical and communication skills.

Children love to play in the garden. They plant flowers and vegetables, and run and climb. The youngest children learn to safely use the climbing frame and they beam with pride when the childminder praises their efforts. The childminder has high expectations for the children in her care. She sets clear boundaries to ensure that children treat each other with respect, learn to share with their friends and take turns. The childminder listens to children and supports them to regulate their emotions. This prepares children well for the next stage in their learning, including starting nursery or school.

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

- The childminder has a good understanding of early childhood development and children's individual needs. She observes children as they play, to plan for the next stage in their learning. The childminder shares her observations with parents and communicates effectively to ensure that children experience continuity.
- The childminder gathers information about children, such as their family, important people in their lives and their favourite things. The childminder uses this information to support a successful settling-in process. This helps children to make good progress by building on what they already know and can do.
- The childminder provides a stimulating environment and good-quality resources to engage and motivate them. Children go on regular outings to parks and the local library. On these outings, children explore the world around them and develop a range of physical skills.
- The childminder is attentive and experienced. She speaks gently to children and engages them in conversations. The childminder talks about things that are happening in the environment. For example, when a plane passes overhead, she talks about what it is, who might be on it and how high it is. This supports children to hear and learn key vocabulary, and consider mathematical concepts throughout the day.
- The childminder promotes children's positive behaviour. She has a range of

strategies that she can use to support children, depending on what is appropriate for each individual child. The childminder praises children and takes genuine joy from their creations and play. This supports children to have a positive attitude to their learning.

- The childminder supports children's independence well. Children learn to take off their shoes and coats when they come indoors, and to put them back on again when it is time to go back outside. The childminder supports the youngest children to wash their hands after they have been in the garden and before eating. This helps children to learn the skills that they need to manage their own self-care.
- The childminder builds effective relationships with parents from the start. She values the trust that parents have in her to care for their children. The childminder enjoys sharing the progress children are making with their parents. The childminder does not shy away from having difficult conversations when concerns arise. This ensures that any concerns can be addressed swiftly and external intervention sought if required.
- The childminder reflects on her setting and considers the improvements she can make by developing the environment or attending training courses. Parents complete the childminder's regular feedback form and say that they are very happy with the service. However, the childminder does not gather enough useful information from parents about her service to support her to drive improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she is kept up to date with safeguarding issues through training. She is well informed about the indicators of abuse and knows how to identify those children who may be at risk of harm. The childminder is aware of her responsibility to act in a timely way to facilitate support for children. She knows the procedures to follow should she have any concerns about the welfare of a child. The childminder knows the steps to follow if an allegation is made against her or a member of her household. The childminder's home is clean, well maintained and secure, with families accessing the setting through a gate.

What does the setting need to do to improve?

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

- develop the parent feedback process to obtain useful information and drive improvement

Setting details

Unique reference number	EY447878
Local authority	Barking and Dagenham
Inspection number	10235804
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	1 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 December 2016

Information about this early years setting

The childminder registered in 2012. She lives in Chadwell Heath, in the London Borough of Barking and Dagenham. The childminder provides flexible childcare from 8am to 6pm throughout the week, and operates for most of the year. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022