

Childminder report

Inspection date	10 October 2018
Previous inspection date	14 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Self-evaluation is accurate. The childminder has worked hard on improving the indoor and outdoor learning environment to provide further opportunities for children to explore and investigate their surroundings.
- The childminder plays well alongside children as they pour stones into pots with ladles. She talks to them about 'heavier' or 'lighter' and 'bigger' or 'smaller.' This helps children to develop their understanding of shapes, space and measurements successfully.
- The childminder encourages positive behaviour. She reminds children of the house rules and swiftly diffuses disagreements over sharing. For example, children quickly calm down, laugh and play when she supports them to share a large toy together. This helps children to understand how their actions affect others and learn to manage their own feelings successfully.
- Children develop the skills needed for their next stage of learning. They are eager to learn and use their imaginations well. This is evident as children pretend to make soup while dressed as superheroes.

It is not yet outstanding because:

- The childminder does not consistently work with all other settings that children attend to share information to ensure continuity in children's care, learning and development.

What the setting needs to do to improve further

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

- build on arrangements for sharing information and working in partnership with all other early years settings that children also attend to improve outcomes for children even further.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and the childminder carried out a joint observation of a planned activity.
- The inspector looked around the premises that the children access indoors and outdoors.
- The inspector observed the children engaged in activities and the childminder's interactions with them.
- The inspector sampled documents, including children's records and assessments, policies, training certificates and the accidents and incidents log.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to recognise that a child may be at risk of extreme ideas and behaviours. She has a secure knowledge of the possible signs of abuse and knows the procedure to follow if she has concerns about the welfare of a child. The childminder has excellent partnerships with parents. She involves parents in their child's learning and progress. For example, she uses an online app to share information and document children's development. She encourages parents successfully to share their children's progress and achievements with her.

Quality of teaching, learning and assessment is good

The childminder completes accurate observations and assessments. She uses these to plan activities that include the children's interests, helping them to make good progress in their learning. For example, young children engage with a dinosaur story as they climb on large inflatable dinosaurs and attempt to copy the long names, such as 'triceratops.' Children carefully practise threading wooden fruit onto laces. The childminder adapts this activity to challenge the individual needs of children by providing different sized hoops and bobbins. This helps children to improve coordination in their small-muscle movements, developing skills they will need later for early writing.

Personal development, behaviour and welfare are good

The childminder teaches children about why a healthy diet is important. Children enjoy choosing soft fruit and vegetable toys to hold and name their favourite healthy foods. Children develop good independent skills. For example, two-year-old children make their own sandwiches for lunch and learn to manage risks as they butter bread with a knife. The childminder creates an environment that excites children and motivates them to learn. She is warm and caring. Children form secure attachments with her. The childminder actively promotes children's awareness and respect of others. She introduces children to professionals they encounter when they are out, such as police officers and post office staff and takes children to the local museum. This helps children to learn about their local community.

Outcomes for children are good

Children make good progress from their starting points. They listen and follow instructions well. Children learn to work together on tasks. For instance, they squirt the liquid soap onto one another's hands to wash them. Children develop the confidence to ask for help when they need to. They are well prepared for their move onto school.

Setting details

Unique reference number	EY379230
Local authority	Barking and Dagenham
Inspection number	10068377
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 May 2015

The childminder registered in 2008 and lives in Dagenham in the London Borough of Barking and Dagenham. She operates all year round, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

