

# Childminder report

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Inspection date: 13 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely happy and settled in their environment. They form strong attachments with the childminder and this is down to her caring and nurturing personality. The childminder is a passionate and enthusiastic practitioner. She truly gets to know the children and their individual characters. She then uses this knowledge to plan activities that are interesting and unique to each child. This leads to all children being engrossed and involved in all areas of the setting. Children are highly motivated and curious learners. They make the most of the interesting resources available to them. The strong attachments between the childminder and children ensure children are highly resilient and behaving well. The childminder provides children with many opportunities to develop their physical skills. Children show great delight at running, jumping and climbing in the large outdoor space. They regularly visit local parks to feed the ducks and socialise with other children. The childminder works closely with parents, keeping them updated with their children's progress regularly.

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

- The quality of teaching is good. The childminder has created an interesting curriculum that is based on individual children's interests and needs. This contributes to children's good progress. They are ready for the next stage of education.
- The childminder is a strong communicator and offers the children many opportunities to develop their language skills. For example, when reading stories, she regularly stops and asks questions about what might happen next. This encourages children to form their own opinions and share ideas with each other, as well as extending their speech and communication development. Children are confident communicators who talk and share ideas with the childminder constantly.
- The children are extremely happy, secure and confident in the childminder's care. She is incredibly respectful towards them and this has contributed to high levels of self-esteem and confidence. She regularly offers children praise and celebrates their achievements.
- The childminder extends children's learning well. She uses her knowledge of what the children can do and what their individual needs and interests are when planning activities. For instance, when children were knocking down skittles, the childminder encouraged them to say what colour each skittle was.
- The childminder works closely with parents. She regularly keeps them updated about their child's progress. However, this could be strengthened further, to create more opportunities for parents to share their own observations about what their children are learning about at home.
- Children develop confidence in mathematical vocabulary as they play. For

example, they were very excited to blow bubbles and count how many they could see. The childminder responds well to these interests and encourages children to also describe the shapes and colours.

- The childminder is an excellent role model who helps children learn about the importance of right and wrong. Children are able to manage their emotions and feel safe and secure with her.
- The childminder has developed an ambitious and well-designed curriculum. She uses her regular assessments of what children can do to plan the next steps in their learning. As a result, all children are highly motivated to join in and develop their skills.
- The childminder makes excellent use of the local parks and outdoor space, giving children many opportunities for physical development. Children learn to take risks in a fun and active way. For example, children climb and jump, taking great care as they do so.
- The childminder spends a great deal of time getting to know each child in her care. She then uses this information to create activities and experiences that will provide the children with the essential knowledge they need for future learning.
- The childminder reflects and evaluates on the quality of care she provides. However, this could be further strengthened to enable her to prioritise where she can develop her professional skills and build on her already good teaching.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of child protection and is extremely vigilant in keeping children safe. She knows the potential signs and symptoms and how to report any possible concerns. The childminder undertakes regular safeguarding training and makes sure that her knowledge and understanding are always up to date. She uses regular and concise risk assessments to maintain the safety of the environment.

## What does the setting need to do to improve?

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

- give parents more opportunities to contribute information about their child's progress, to further enhance the existing shared approach to children's learning
- strengthen how the quality of education and care provided is reflected on, to build on and expand professional development in order to further raise the quality of teaching.

## Setting details

<b>Unique reference number</b>	504242
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10061353
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	8 October 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Becontree, in the London Borough of Barking and Dagenham. She operates each weekday from 7.30am to 6.30pm, all year round.

## Information about this inspection

### Inspector

Laura Rathbone

### Inspection activities

- The inspector observed children during their activities, including snack time.
- The inspector looked at a sample of documentation. This included records of suitability and training.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- A joint observation was carried out by the inspector and the childminder.
- The inspector took account of the views of the parents through written feedback provided.

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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