

Childminder report

Inspection date: 27 September 2019

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

The childminder is caring and kind. She provides a warm, welcoming and safe environment for children to learn and develop. Children form close and secure relationships with her. The childminder has good expectations and encourages children to make their own choices and explore the environment. This ensures children grow in confidence and develop good independence skills in her care. The childminder is experienced and plans interesting and stimulating activities to support children with school readiness, for example; problem-solving, mark making on paper and exploring interactive toys that make sounds and light. The childminder seizes every opportunity to teach children new skills. For instance, she develops children's early mathematical skills as they stack nesting cups and post shape puzzles. The childminder joins in and encourages them to repeat shapes names, count and compare the size of the cups. She introduces new language such as 'flat' and 'smooth' as they play together with rollers and play dough. Children are happy, well behaved and eagerly listen to the childminder's instructions. They learn about different cultures and traditions through arts and crafts and take part in celebrating special days, such as African day, Diwali and Easter. The childminder takes children out regularly to develop their physical skills and to learn about their local community. They make regular visits to the local library, to the park to feed the ducks and to playgroups with the childminder.

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

- Children settle in quickly due to the childminder's effective settling-in procedures. She obtains a wealth of information before children start; for example about children's cultural backgrounds and people who are important in their lives, such as grandparents, siblings and pets.
- The childminder observes children from the point of their settling-in period to assess their level of development and interests. She involves parents in this process and continues to share children's progress and achievements regularly with them. Children make good progress from their starting points.
- Children benefit from the childminder's good organisational skills. For instance, she increases children's enjoyment of reading by displaying a range of reading books attractively. Consequently, children turn to books independently and enjoy listening to stories being read to them. This said, the childminder does not always give children quite enough time to think and respond to some questions to develop fully their thinking skills when she reads to and plays with them.
- The childminder encourages the children to explore and to use their imaginations. Together, they enjoy role play and pretend to drive and park small cars to go shopping. Children delight in taking part in planned dance and movement sessions as they sing rhymes and action songs. However, at times during planned activities, it is not made clear to the children what they are

supposed to be learning. As a result, they quickly lose interest.

- Partnerships with parents are well developed. Parents praise and value the care the childminder provides for their children. They are happy in the way their children settle in quickly and make secure bonds with the childminder. Parents state that their children look forward to seeing the childminder and are happy with the progress their children make in her care.
- The childminder is proactive in maintaining her skills and keeps up to date with new legislation and guidance. She is reflective of her practice and has developed a clear plan to develop her professional knowledge, setting herself realistic targets with the aim of supporting best outcomes for children. She works well with other childminders to share good practice, and works closely with the local early years adviser.
- The childminder prepares children for their next stage of learning from an early age. For example, children learn good hygiene practices, such as washing their hands after messy play and before eating. The childminder involves the children in selecting a healthy snack, and under her watchful eye, she encourages them to peel and cut fruit for themselves. Children smile with delight and self-assurance as the childminder praises them for their achievements and perseverance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm and identify those at risk of extreme views and ideas. She carries out suitable risk assessments of her home and outings, to help keep children safe in her care. The childminder has a secure understanding of the procedures to follow should she have concerns about a child's welfare. Children play in a safe and secure environment. The childminder supervises them well within her home and outside. This further contributes to the safety of children.

What does the setting need to do to improve?

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

- make better use of opportunities that arise to allow children time to think through their ideas and answer questions
- raise the quality of teaching even further by giving children opportunities to understand and talk about what it is that they are learning from planned, adult-led activities.

Setting details

Unique reference number	EY282279
Local authority	Barking and Dagenham
Inspection number	10120364
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 2004 and lives in Dagenham, in the London Borough of Barking and Dagenham. She operates from 7am until 6pm Monday to Friday, all year around.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the childminder. She looked at relevant documentation and evidence of the suitability of the childminder and the adults living on the premises.
- The inspector and the childminder completed a learning walk of the areas used for childminding and discussed how the curriculum is organised.
- The inspector held discussions with the childminder about children's learning and how she develops her knowledge and skills.

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

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