

# Childminder report

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Inspection date: 2 October 2019

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<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**

The childminder is caring, attentive and provides a safe and secure environment. Children feel happy in her care and they settle well. They are polite and show confidence when speaking to the childminder and visitors. The childminder provides a wide range of resources that cover all areas of the curriculum. She supports children's welfare and personal development to a good standard. Children confidently ask for help when they need it. The childminder responds to them with enthusiasm, helping them to feel valued, safe and secure, which contributes to their good behaviour. Children develop extremely good and trusting relationships with her. The childminder teaches children how to manage their own feelings and about sharing resources fairly, without the need for adult intervention. Children enjoy taking part in activities that develop their interest in the natural world and creative skills. For example, they become engrossed in designing a collage with a range of natural materials. The childminder encourages children to talk to her about what they are doing and about significant events in their lives, such as recent holidays. This helps to promote children's thinking and communication skills. Children's mathematical development is well supported. For example, young children enthusiastically learn to categorise green and yellow leaves and count to 12.

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

- The childminder ensures that children have a wide range of experiences to support their understanding of other people and communities. For example, children enjoy playing with small-world dolls that represent people from different cultural backgrounds and with differing abilities, such as people who use wheelchairs and older people. Children also have good opportunities to learn about the natural world. They make regular trips to the park and collect a variety of resources such as leaves and twigs for their planned activities.
- The childminder has a good understanding of how children learn, overall. Her teaching is of a good standard and she plans for children's individual needs, appropriate to their age and stage of development. The childminder regularly observes children in their play and completes frequent assessments to track their progress. However, she is not always consistent when reviewing children's next steps in their learning to fully identify what children need to learn next, and to help them to make rapid progress.
- Children have ample opportunities for regular play outdoors, developing their health and physical skills. For instance, they play in the garden, attend a children's centre and go for walks to the local shops. The childminder has high expectations of what children can achieve and encourages them to persevere with tasks. She consistently praises them for their efforts, which further develops their self-esteem and emotional well-being.

- The childminder supports children exceptionally well to be independent in managing their own personal needs. An example of this is when children eagerly learn to take off their shoes and put on wellington boots before going in the garden. The childminder helps children to learn about the benefits of healthy lifestyles equally well. Children enjoy a wide range of healthy home-cooked meals, which include plenty of fresh fruit and water for drinking.
- The childminder reflects well on her practice, seeking the views of parents and other professionals to help her identify areas to improve in this process. Parents praise the childminder and write that they are very happy with the care and activities their children receive. Partnerships with other childminders and the other settings children attend are strong. This helps with continuity of children's care.
- The childminder regularly updates her knowledge of safeguarding practice and keeps well informed of any statutory changes. However, she does not focus her training and development sharply enough on raising the quality of teaching to the highest levels.
- Children make good progress and develop a range of skills that prepare them for their next stage of development. Children develop effective literacy skills. For example, they turn to reading books independently and enjoy listening to stories being read to them by the childminder. Children learn to write their names in a variety of ways, including mark making using large paintbrushes and water to write on the garden fence.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to protect the children in her care and knows who to contact should she have any concerns. She regularly carries out risk assessments of her home to ensure that it is safe and secure. The childminder maintains accurate and appropriate records, such as children's attendance and administration of medicine. She displays a range of contact numbers, including Ofsted and the local safeguarding services, so parents know who to call for advice and to report any safeguarding concerns.

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

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

- develop a more consistent approach in reviewing children's next steps, to help them make higher rates of progress
- target professional development opportunities to further enhance the already good knowledge and teaching.

## Setting details

<b>Unique reference number</b>	EY278984
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10061363
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	16 November 2015

## Information about this early years setting

The childminder registered in 2004. She lives in Rush Green, in the London Borough of Barking and Dagenham. The childminder operates her service each weekday from 7am to 6pm throughout the year. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Rubina Nijabat

### Inspection activities

- The inspector spoke to children at appropriate times during the inspection.
- The inspector jointly evaluated the effectiveness of an activity with the childminder and discussed its impact on the children's learning.
- The inspector looked at some of the childminder's planning documents and discussed children's individual learning and welfare needs.
- The inspector read written feedback from parents to gain their views about the childminder's practice and provision.
- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding, and discussed how the curriculum is organised.

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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