

# Childminder report

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Inspection date: 16 January 2020

<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 creates a warm and inviting environment for children. Children settle quickly and demonstrate that they feel safe and secure. The childminder encourages parents to bring their children for settling-in visits before children start. This supports children's sense of belonging. The childminder has a calm approach and clearly explains to children how to share with each other. This helps children to behave well and respond appropriately. Children enjoy their time with the childminder, and she helps them to feel safe. The childminder is vigilant and completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children. For example, the childminder ensures that young children access age-appropriate toys that stimulate their learning. The childminder plans activities that are stimulating and engage the children. For example, children enjoyed banging a large drum with drumsticks. Children learn to play cooperatively, solve problems and work together. For example, younger children noticed that the tricycle did not move easily when it was on the grass. They decided to pick it up and place it on the concrete to continue riding.

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

- The childminder places a clear focus on children's communication and language development, including children with special educational needs and/or disabilities. For example, she introduces children to new words during their play. During story time, she supports children to repeat new words so that they mirror her language. Children follow simple instructions and use sounds and gestures to make their meaning clear to others. This supports children to expand their vocabulary.
- The childminder enhances children's creative skills effectively. For instance, children have access to different-coloured play dough, markers and coloured paints. The childminder helps children to learn how to position their fingers when holding a pencil during mark-making activities.
- The childminder reflects on her practice. She provides parents with opportunities to share their views on the provision. She sends out questionnaires to identify any areas for future improvement.
- Children learn about healthy lifestyles. For example, they know and understand about germs and the importance of washing their hands at appropriate times. Children have ample opportunities to develop their physical development in the garden, and to get plenty of fresh air and exercise. For example, they balance and coordinate on tricycles and ride-on cars. The childminder plans to take children to visit places of interest in the community, such as the local park, playgroups and the library. The childminder provides resources which relate to people who help in the community. This helps children to develop their understanding of the world.

- The childminder supports children who speak English as an additional language. She investigates their cultural background and learns from parents the basic words they use at home. This allows children to feel included and promotes their understanding of English better.
- The childminder has established good working relationships with parents, which enables children to settle well. She engages in two-way communication and works collaboratively with parents. Parents receive regular updates about activities children have enjoyed, their achievements and daily routines.
- Children have regular opportunities to learn about numbers and shapes through play and their daily routines. For example, the childminder encourages children to match shapes to corresponding patterns and count the amount of chopped bananas in their bowl during snack time. However, at times the childminder misses opportunities to promote children's independence during their daily routines.
- Children build warm, trusting relationships and are well behaved. The childminder is quick to recognise when children are hungry, tired or in need of a cuddle. She helps them to understand the needs of others. For example, she reminds them to be kind to their friends, to share and take turns. Children receive regular praise from the childminder. This helps to boost their self-esteem.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to ensure that her knowledge of legislation is consistently up to date. She demonstrates good knowledge and understanding of how to protect children in her care. The childminder is able to identify signs and symptoms of possible abuse. She knows what to do if she has a concern about a child in her care, and she understands the procedure to follow if a referral is required. This has a positive impact on children's welfare.

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

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

- develop resources that reflect the wider community
- promote children's independence during daily routines.

## Setting details

<b>Unique reference number</b>	EY450186
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10060581
<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>	2 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	20 July 2015

## Information about this early years setting

The childminder registered in 2012. She lives in Dagenham, in the London Borough of Barking and Dagenham. She operates all year round, from 6am to 6pm on Monday to Friday.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

### Inspection activities

- The inspector conducted a learning walk with the childminder.
- The inspector observed children and the childminder interacting, and discussed children's learning and development.
- The inspector sampled a range of documents, including the childminder's training certificates, qualifications and other relevant documentation, including the suitability of persons living on the premises.
- The inspector took account of parents' views through written feedback.

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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