

Childminder report

Inspection date: 30 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle well and form close attachments to the childminder. They display positive attitudes to learning and they keenly play with the resources accessible to them. Children are extremely happy to explore with sensory and messy materials. For example, they laugh, babble and use simple words to express themselves while playing. They like to feel the textures of materials and scoop them into small pots. The childminder provides interesting games for children to identify different images and to learn new words. This increases their vocabulary. Children enjoy exploring with musical instruments and they learn to create sounds and rhythms. They learn to sing along to familiar nursery rhymes. The childminder has high expectations of children's behaviour. She provides regular support to help children to develop a sense of right and wrong. For example, the childminder encourages children to play together, to share and to take turns to use the resources. She sets clear boundaries for children to know what is acceptable and unacceptable. As a result, children behave well. They display good manners, such as using 'please' and 'thank you' at appropriate times.

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

- The childminder accurately assesses children's learning and development. She uses this information to plan stimulating activities for children to enjoy and learn. All children make good progress, in relation to their starting points.
- The childminder develops strong partnerships with parents. She provides regular feedback about their children's experiences, and she welcomes information about children's interests at home. The childminder works closely with parents to support children's development and to prepare them for the next stages in their learning.
- The childminder provides interesting resources to keep children fully engaged and motivated. For example, children enjoy listening to stories. This helps to support their language development and early literacy skills. Children happily explore with blocks. The childminder encourages them to identify the colours of the blocks and to recognise the size of the towers that they build. Children learn to use push-button toys, and they imitate the sounds that they hear.
- The childminder supervises and supports children during their play effectively. She moves around to interact with them all and to maintain their interest. The childminder comments on children's play to support their understanding of what they do and to increase their vocabulary. Children develop good communication and language skills. They enjoy memory games and they learn to concentrate well.
- Children learn to handle and use a range of resources purposefully. For example, they put a telephone to their ear and pretend to talk. Children enjoy learning to pretend and use their imaginations well.

- Children benefit from having regular support from the childminder to understand the expectations she has of them. They display positive behaviours and begin to manage their own feelings. Children are helpful and caring towards other children. They are polite and respectful to the childminder.
- The childminder supports children to develop their independence and confidence well. She encourages them to do small tasks, such as feeding themselves. The childminder offers regular praise and reassurance for children to persevere and to feel good about their play.
- The childminder supports children effectively for a range of transitions. Children moving on to school develop the required skills, and they know what to expect. For example, children develop good social skills, literacy and mathematical skills.
- Children enjoy a wide range of activities that support their hand movements and coordination. However, the childminder does not routinely provide opportunities for them to strengthen their overall mobility and balance.
- The childminder evaluates the provision well. She considers feedback from parents and children when reflecting on her practice. The childminder is clear about the setting's strengths and areas for development, and has completed the relevant statutory training. However, she does not make use of some professional development opportunities to further enhance her knowledge and skills, so as to build an excellent practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard and protect children in her care. She ensures that parents are aware of her safeguarding policies and procedures. This enables parents to know how the childminder will handle any concerns and allegations. The childminder has a secure knowledge of child protection issues. She knows the signs that may indicate a child is at risk of being exposed to extreme views. The childminder completes regular risk assessments to ensure children are kept safe. She makes children aware of how to keep themselves safe, including when taking and collecting older children from school.

What does the setting need to do to improve?

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

- increase opportunities for children to practise their physical development, in particular their mobility and balance
- enhance knowledge and skills in order to extend children's learning experiences.

Setting details

Unique reference number	EY259199
Local authority	Barking and Dagenham
Inspection number	10137720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2004. She lives in Dagenham, in the London Borough of Barking and Dagenham. The childminder operates Monday to Friday, from 8am until 6pm, throughout most of the year.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- A learning walk was completed with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes and daily teaching and care practices.
- The inspector viewed the childminder's paediatric first-aid training certificate, insurance policy and children's records of attendance.
- The inspector observed teaching and learning, and checked children's progress.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of parents' written views.

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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