

Childminder report

Inspection date: 4 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has high overall expectations for what children can achieve. She provides a broad range of toys and resources that children can access independently. Children enjoy the time they spend with the patient and caring childminder, who provides a stimulating and safe environment. Consequently, children are motivated to explore their interests with confidence and curiosity. For example, babies spend a long time exploring electronic toys as they push buttons to make different sounds and lights. The childminder is a good role model and is sensitive to children's needs. For instance, she recognises when babies are hungry or tired and gives them cuddles and reassurance which helps to make them feel safe and secure. Children demonstrate that they are happy and settled in the childminder's care. She knows the children well and uses this information to organise her provision. Children have regular opportunities to play outdoors and particularly enjoy outdoor learning. Children concentrate as they play football and fill up their watering cans, to water plants. The childminder supports children's communication and language skills effectively. Children are confident communicators who are keen to share their ideas and opinions. Children have positive levels of well-being and self-esteem and gain a good sense of belonging.

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

- Children have warm and secure bonds with the childminder. They understand her expectations and behave well. Children show each other respect and older children help younger children when needed during play. The childminder encourages children to say 'please' and 'thank you' to each other as they play. Children are friendly and develop good social skills.
- The childminder uses everyday routines generally well to extend children's skills. For example, babies are offered space to crawl and explore and older children are encouraged to independently put on their shoes and coats. On occasion, the childminder misses opportunities to help children to develop an understanding of risks as they play. For instance, she does not help children to understand the importance of tidying away their toys when they finish playing with them, to ensure that the floor space is clear from tripping hazards.
- Good partnerships are in place with parents and other settings children attend. The childminder provides daily information about their children's experiences and she welcomes information about children's interests at home. Written feedback from parents is positive. Comments from parents include, 'My children adore the childminder who provides a nurturing and safe environment. She is organised, flexible, reliable and we are very pleased with the care she provides.'
- The childminder provides children with a broad range of learning opportunities. Children use crayons to make marks and draw pictures. They said that they are 'drawing a rainbow'. They attempt to cut out their artwork using scissors, then

politely ask the childminder for help. She shows them how to hold scissors, where to place their fingers and how to operate them. Children demonstrate good concentration skills and are extremely happy when the task is completed. The childminder gives them praise for their efforts and achievements. This helps to promote their self-worth and confidence.

- Children are developing a good understanding of mathematical concepts and use appropriate language such as 'big' and 'small'. Children enjoy opportunities to experiment with mixing different colours. For example, they mix blue and red paint together to make purple. Babies enjoy making marks with toys using paint, while older children make footprints on a long strip of paper and count reliably from one to 10.
- The childminder promotes language skills well. For example, she models sounds and single words, and clearly repeats words for young children to copy. Children enjoy story time and show an interest in books. Older children can anticipate what happens next in the story and are developing an understanding of more complex words, such as 'prickly'. All children, including those with special educational needs and/or disabilities, make good progress.
- The childminder understands the importance of self-evaluation and recognises where some improvements can be made. However, she has not placed sufficient focus on ensuring that her skills and knowledge improve consistently to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children from harm. She ensures that her safeguarding and first-aid training is up to date. The childminder has a clear understanding of the possible signs and symptoms that may indicate a child is at risk from harm or abuse. She is aware of the local safeguarding partnership procedures to follow in the event of reporting any concerns, including allegations made against herself or household members. She takes suitable steps to minimise risks in her home and supervises children closely at all times.

What does the setting need to do to improve?

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

- extend children's understanding of how to recognise and manage risks as they play
- make better use of self-evaluation to identify a more targeted plan for professional development to increase knowledge and skills further, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	504431
Local authority	Barking and Dagenham
Inspection number	10072935
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 1994. She lives in Chadwell Heath, in the London Borough of Barking and Dagenham. She operates from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She receives funding for early education for children aged two, three and four years.

Information about this inspection

Inspector
Yemi Afolabi

Inspection activities

- The childminder took the inspector on a learning walk around the areas of her home used for childminding. She explained how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, such as certificates, policies and procedures, children's records and planning and the suitability of members of the household.
- The inspector evaluated a joint observation with the childminder.
- The inspector read written feedback from parents and took account of their 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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