

Childminder report

Inspection date: 21 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and well settled in the childminder's welcoming home. They develop warm and caring relationships with the childminder. Children demonstrate that they feel safe and secure in her care. For example, they happily include the childminder in their pretend play and seek a reassuring cuddle from her if they fall over. The childminder wants all children to achieve as much as they can. Children respond positively to her high expectations. They behave well and demonstrate an enthusiastic can-do attitude. Children become independent with their personal care and hygiene. For instance, toddlers wipe their faces and brush their teeth after they have eaten.

Children display a positive approach to their learning. They are confident to make choices and concentrate well at activities which interest them. For example, toddlers focus intently for an extended period as they carefully spoon dry cereal into different-sized containers. They show imagination as they pretend to feed the cereal to toy animals. Children benefit from lots of opportunities to handle small objects, such as building blocks and puzzle pieces. They practise making marks as they paint and draw. This helps children to strengthen and refine the small-muscle movements in their hands, in readiness for writing.

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

- The highly qualified childminder is committed to her professional development. She reflects on her practice and looks for ways to further enhance the curriculum. For example, she has introduced 'in the moment planning', to make the most of spontaneous learning opportunities for children.
- The childminder's husband occasionally works as her assistant. The childminder supports his professional practice through regular discussions and supervision. She ensures that he attends training in safeguarding and paediatric first aid, to help him to promote children's safety and welfare.
- The childminder knows children well and provides a good range of appealing resources and activities. For instance, she successfully uses children's interests in cars and trains to help them learn about sizes, colours and numbers. Children quickly acquire new information and confidently practise what they have learned. For example, toddlers remember a song about a bus and sing the words as they play with the toy vehicles.
- The childminder monitors children's learning closely from the time they join her provision. She identifies any gaps in children's learning and works closely with parents to close these. Children make good progress from their starting points in development. This includes children who speak English as an additional language. They quickly develop a good understanding of English.
- The childminder knows that it is important for children to acquire broad

vocabularies to promote their learning. She incorporates words in children's home languages, as well as in English, when she speaks to them, to help support their understanding. The childminder comments as children play. She introduces new words and uses lots of repetition. However, sometimes, in her enthusiasm, she does not allow children the time they need to respond to questions and practise using new vocabulary.

- The childminder provides a good range of non-fiction books and storybooks to support children's learning. However, she does not consistently consider the best times and ways to introduce books to children to help to promote their enjoyment and interest.
- Children cheerfully follow the daily routines. This includes plenty of exercise outdoors in the childminder's garden and on visits to a park. Children thoroughly enjoy the opportunities for vigorous play. For example, they gleefully race against each other on the ride-on cars. Children confidently run, climb and balance, which helps them to develop strong and healthy bodies.
- The childminder provides gentle reminders and lots of positive praise, to help children understand what is expected of them. Children listen well to her guidance and their behaviour is good. They learn to play happily alongside each other and to share the toys and resources.
- Parents give positive feedback on the childminder's service. They appreciate the care and commitment that the childminder shows to their children. Parents are happy with the range of activities the childminder provides. They attribute many of the skills their children have learned to their time with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She can recognise the signs of abuse and neglect and knows what to do if she becomes concerned about a child's safety or welfare. The childminder has a secure understanding of broader safeguarding issues, such as the risks of online abuse or radicalisation. She knows the procedure to follow if there is an allegation about herself, her assistant or another member of her household. The childminder checks her home thoroughly each day, to remove or minimise any potential risks to children's safety.

What does the setting need to do to improve?

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

- ensure that children have sufficient time to process new words and respond to questions
- explore more ways to ignite children's interest and enjoyment in books and stories, to help them to engage and concentrate more effectively.

Setting details

Unique reference number	EY551188
Local authority	Barking and Dagenham
Inspection number	10174189
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 2
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in the London Borough of Barking and Dagenham. She operates for most of the year from 8am to 6pm, Monday to Friday. The childminder has a childcare qualification at level 6. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Crawford

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector had discussions about the childminder's professional knowledge and practice at relevant points throughout the inspection.
- The inspector ascertained parents' views from their written feedback. She also spoke to the children and took account of their experiences.
- A range of the childminder's documents was reviewed, including safeguarding policies and paediatric first-aid qualifications for the childminder and her assistant.

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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