

Childminder report

Inspection date:

23 March 2022

| Overall effectiveness | Outstanding |
|----------------------------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and make excellent progress in this highly engaging and stimulating learning environment. Children have extremely rich and varied learning experiences. They show great enthusiasm and high levels of curiosity as they learn and play. The childminder is extremely knowledgeable and adapts the curriculum and activities on offer exceptionally well based on children's needs. Children with special educational needs and/or disabilities receive exceptional support with their learning. For example, children are encouraged and supported to make choices about their play using highly effective visual aids.

Children show that they feel extremely happy and safe. They delight in singing songs with instruments and learn about speed, volume and tempo. They also explore shells in sand with fascination and the childminder skilfully supports them to learn about volume and capacity as they play. Children's interest in literacy is expertly supported. This is evident when children explore letters and sounds and discuss alphabet cards. They also show excellent concentration and small-muscle skills as they explore colours and make patterns on a peg board.

Children are given exemplary support to learn about routines and expected behaviour. The childminder offers extremely clear explanations to help children to develop high levels of self-control and to help them to express themselves appropriately. Children show high levels of motivation and emotional well-being.

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

- Children's communication and language skills are promoted exceptionally well. The childminder fully maximises on all opportunities for children to hear new language as they play. Furthermore, she regularly checks the progress children make on language and communication and attends communication playgroups to promote children's progress.
- The childminder demonstrates a strong commitment to excellence and has extremely high expectations for children's learning. Children's progress is carefully monitored and reviewed and the childminder successfully plans highly focused targets to challenge and promote children's future learning. The impact of the rich curriculum and excellent teaching is highly evident.
- Partnerships with parents are superb. The childminder offers high levels of support and advice. For instance, she ensures parents learn about local services available, such as speech and language therapy groups. She also provides expert knowledge about promoting positive behaviour and eating routines at home. Parents express extremely high levels of appreciation and gratitude for the support she gives to them and their children.
- The childminder establishes extremely strong links with other professionals. For

instance, she successfully liaises with the health visitor, special educational needs coordinator and speech and language therapist to devise sharply targeted learning plans for children. Furthermore, the childminder arranges meetings with staff at the nursery where children also attend to collaboratively share next steps for children's learning. This creates excellent levels of continuity in children's care and education.

- Children are eager and curious learners. They have very positive attitudes towards learning and are highly independent. The childminder is extremely skilled at encouraging and extending children's interests and setting them challenges to try new experiences as they play. Children show that they are happy and thriving.
- Children have excellent opportunities to learn outdoors in the wonderfully inviting and well-resourced garden. The childminder actively joins in with children's play as they play chasing and ball games. Children infectiously laugh and giggle and show they have a strong bond with the childminder. These outdoor experiences support children to be active and lead healthy lifestyles.
- The childminder shows inspirational commitment to keeping her professional development up to date. For instance, she undertakes extensive training to enhance and expand on her teaching skills. She engages in courses in relation to designing an ambitious curriculum and supporting children's scientific exploration.
- The childminder meticulously evaluates her provision and constantly seeks children's, parents' and other professionals' views on how she can improve her practice. For instance, parents complete questionnaires on healthy eating and equality and diversity, as well as the progress their children make.
- During the COVID-19 pandemic, the childminder established superb systems for supporting children's home learning during restrictions. For instance, she sent parents videos of activities they could do at home, such as 'We're Going on a Bear Hunt' role play games and an extensive range of art and craft ideas. Furthermore, she conducted regular video calls to stay in touch with children and offer parents ongoing support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder engages in extensive safeguarding and child protection training to keep her knowledge up to date. She has high levels of knowledge about the possible indicators that a child may be at risk of harm or neglect. She fully understands the importance of taking swift action to report any concerns to other professionals to protect children's welfare. She also has robust knowledge of the procedures she would follow if she was worried about a child or family becoming radicalised or at risk of extremist views. Children's safety is given high priority. The childminder works collaboratively with parents to achieve consistent strategies for keeping children safe on outings. She also completes daily checks of her home to make sure the toys and resources are safe and suitable for use.

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY375671 |
| Local authority | Barking and Dagenham |
| Inspection number | 10137716 |
| 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 | 3 to 10 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 3 November 2015 |

Information about this early years setting

The childminder registered in 2008 and lives in the Dagenham area of the London Borough of Barking and Dagenham. She provides care all year round, from 7.30am to 6pm, Monday to Friday, term time only. The childminder provides funded early education for children aged three and four years. She holds an appropriate early years qualification at level 6 and early years professional status.

Information about this inspection

Inspector
Amy McKenzie

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk discussion together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education and assessed the impact that this is having on children's learning.
- The inspector and the childminder held a leadership meeting and discussed how the childminder evaluates the provision.
- A range of documentation was viewed, including the childminder's qualifications and training certificates.

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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