

Childminder report

Inspection date: 18 July 2022

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 show they are happy and comfortable with this caring childminder. She organises their day around familiar routines and experiences. This helps children to understand what their day will involve. For example, some children have a special goodbye routine with their parents each morning when they arrive at the setting. This has a positive impact on how well children settle.

Children feel secure and have a sense of belonging at the setting. For example, children self-register when they arrive. They select their pictures to acknowledge they are here and hang them on a special toy tree. Older children patiently wait and take turns, while younger children also hang their pictures on the tree. This supports all children's behaviour and personal development.

Children who speak English as an additional language have opportunities to hear and develop their own language alongside English. For example, during a focus activity, the childminder skilfully encourages older children to count beyond 10 in another language. This helps children to be ready for their next steps in learning.

Children settle to sleep with a calm and relaxing story-time session. They sleep on clean bedding in a well-ventilated room. Children are monitored as they sleep, which supports their well-being.

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

- Children have access to a wide range of activities and experiences to build their small-physical skills. For example, the youngest children scoop and pour water and the oldest children try to complete jigsaw puzzles. Children develop good self-care skills, such as dressing and undressing independently. However, occasionally, the childminder does not fully enhance these skills. Children are not always encouraged to manage tasks they can independently complete themselves. For example, the childminder uses wipes to clean paint from older children's arms and legs.
- The childminder has an ambitious curriculum overall. She plans experiences and activities to ensure all children have the same access to learning. For example, children occasionally attend the setting outside their usual sessions to learn about specific topics alongside their peers. For instance, some children come into the setting to complete activities relating to the life cycle of butterflies. This has a positive impact on children's learning.
- The childminder helps children to understand how to keep themselves safe. For example, she ensures there is appropriate shade over most of the large outside area. She explains to children why they wear hats and limit the time spent in the sun. Furthermore, she offers and reminds children to drink water often. The

childminder helps children to understand how to keep themselves safe in the sun. This has a positive impact on their health.

- The childminder uses children's interests to plan their next steps in learning. For instance, some children very much enjoy singing. They use a microphone and take turns to sing nursery rhymes. Children clearly enjoy these experiences, and this helps to develop their speech and language skills.
- Children have opportunities to recall past experiences through a range of activities. For example, a fun activity is set up to help explore children's prior knowledge of farms and farm animals. However, at times, due to the childminder's rapid questioning, children do not always have enough time to think and respond to some questions. This does not fully support children's early language development.
- The childminder interacts skilfully with children to help them develop their counting skills. Children playfully learn about numbers through a range of activities in context. For instance, they count to 14 to represent the number of days it takes to change from a chrysalis to a butterfly.
- The childminder has a strong partnership with parents. Parents speak very positively of her and the experiences she offers their children. The childminder shares information about children's individual progress, and gives them ideas of how to enhance children's learning at home. This supports children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures, and completes regular safeguarding training. She knows how to identify any possible risks to children and who to report any concerns to. The childminder ensures that the environment is safe. For example, the childminder ensures that children wear sun hats when they are outdoors in the sun. This helps children to remain safe. The childminder has undertaken additional safeguarding training, including awareness of domestic violence, to strengthen her understanding of her role and responsibilities.

What does the setting need to do to improve?

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

- offer more challenge for children to encourage them to do as much as possible for themselves and help them to be highly independent
- ensure children have more time to reflect on questions asked, and more time to respond to them, to help them to further enhance their language skills.

Setting details

Unique reference number	EY231113
Local authority	Barking and Dagenham
Inspection number	10137713
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2002. She lives in Barking, in the London Borough of Barking and Dagenham. The childminder operates on weekdays and throughout most of the year. The childminder holds a recognised childcare qualification at level 4. She receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the setting and discussed how she ensures that it is safe and suitable.
- Children spoke with the inspector during the inspection.
- Parents spoke with the inspector during the inspection to share their views of the setting.
- The inspector viewed relevant documents as part of the inspection.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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