

Childminder report

Inspection date: 28 March 2023

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

Children are extremely settled, happy and confident in the childminder's home. They are welcomed into a very child-friendly environment. They have established close bonds with the childminder and her assistants and have made friends with other children attending. Children are aware of the childminder's high expectations and their behaviour is good. They are kind and caring towards one another. Older children help the younger ones and offer reassurance and cuddles.

Children can initiate their own play as they access a wide range of quality toys and resources. These are easily accessible, in two well-stocked playrooms. Children have their own coat pegs and storage space for their personal belongings. Their artwork is displayed and their achievements celebrated. This creates a real sense of belonging. Children invite the childminder and her assistants into their games. For example, they share money as they play shops and explain what is for sale. Children are confident speakers. They demonstrate their eagerness to learn and ask lots of questions. The childminder is skilful in engaging children in meaningful conversations. Children relish story time and listen with intent. They excitedly learn about Ramadan through stories and show eagerness as they investigate resources related to the festival.

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

- The childminder explains how she uses a range of teaching skills to meet children's individual learning styles and to support her curriculum. She has systems in place to observe and monitor children's progress. Children make good progress. Their speech and language are developing well, including children who speak English as an additional language or who are bilingual.
- The quality of education is good. The childminder is aware of the importance of continuous personal development. She is committed to improving her knowledge through training opportunities. She is aware of her responsibilities to support her assistants. This includes providing a thorough induction, training opportunities and supervision. The childminder has a culture of evaluating the service she provides, which includes encouraging parents' views using annual questionnaires.
- Parents' written comments say they are grateful for the childminder's support. They write that the childminder is 'kind and loving' and how much they appreciate the care she provides their children. Parents comment that their children have made good progress in their language development. They say their children are provided with a wide variety of activities.
- The childminder has high expectations for children's behaviour. She recognises the importance of establishing close bonds with the children to ensure that they feel welcome, safe and secure in her care. The childminder explains how she

helps children to develop positive relationships and how she incorporates sharing, turn-taking and respect for others in daily activities, such as group games.

- Through discussion, the childminder demonstrates how she supports children to develop a healthy lifestyle. She explains how she encourages children to play outdoors in the fresh air and be physically active. Children are taught about the importance of healthy food choices and the childminder provides well-balanced meals. Oral health is taught through well-planned activities. Children brush their teeth after meals as they sing along to a familiar teeth-brushing song.
- The childminder provides children with a variety of creative activities and opportunities for mark making. For example, children discuss what they look like and similarities and differences in skin tones. They happily paint wooden figures to represent themselves. Older children show sustained levels of concentration as they paint carefully. However, occasionally, the childminder does not plan precisely for all children's needs. For example, all children are offered the same activity, which does not support their different stages of development effectively.
- Children are generally encouraged to negotiate together to find a solution to problems, such as when sharing resources. Children play well together and are engrossed in their play. However, the childminder's organisation and expectations at snack and lunchtime mean that children quickly lose concentration and become restless. They are not sufficiently challenged to continue to develop their independence skills at these times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to protect children from harm. The childminder and her assistants complete regular training to ensure that they are fully informed regarding all aspects of child protection, including wider issues such as the 'Prevent' duty. They are aware of possible signs and behaviours that may suggest a child is at risk of harm. The childminder is fully aware of her responsibility and the procedures for how to report any concerns. Children's welfare is of the highest priority. The childminder and her assistants are clear on the procedures for whistle-blowing. Priority is given to ensuring that children play in a safe, secure, and clean play environment and are closely supervised.

What does the setting need to do to improve?

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

- adapt activities to ensure that all children can fully participate and provide further challenge for the most able children
- engage children and help them to remain focused and further develop independence skills during snack and mealtimes.

Setting details

Unique reference number	EY471980
Local authority	Barking and Dagenham
Inspection number	10280339
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	18
Number of children on roll	18
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2014 and lives in Barking. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with assistants. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

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 their evaluation of the setting.
- The inspector observed the areas of the home accessible to children.
- The childminder explained her intentions for the children's development and how she plans and implements her curriculum.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder's assistants and the children during the inspection, and took account of the views of parents through conversation and by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of members of the household and her assistants.

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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