

Childminder report

Inspection date: 18 April 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 thoroughly enjoy their time in the care of this warm and confident childminder. They demonstrate that they are happy and feel safe in her care. They enjoy exploring activities while sitting on her lap, and often give her cuddles when they need comfort. Children have opportunities to learn about the world around them through an array of different experiences. They enjoy learning about the different languages they each speak. The childminder is passionate about implementing a culture of respect with all children. She sensitively talks to children about their similarities and differences and celebrates their home cultures. This helps children to learn about cultures different to their own.

Children behave well. They are highly inquisitive learners and show positive attitudes to learning. The childminder supports children to learn manners, such as saying 'please' and 'thank-you'. Young children take on the responsibility of helping to tidy away toys. They smile with pride as the childminder offers them praise. Children are developing their independence, which will support them for their future transitions. Young children practise the skills needed to support them to feed themselves independently. The childminder offers them continuous praise and explains they are doing 'brilliantly'.

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

- Children form close relationships with the childminder, and she has a strong understanding of the children in her care. She has a wealth of experience and knowledge through her many years of working with children. The childminder knows each child's next step in learning and their current stages of development. She uses regular observation and assessment methods to identify the progress children make in their learning. This information is shared effectively with parents to ensure consistency in children's learning at home. The childminder confidently identifies individual children's likes and interests and skilfully incorporates these into her play environment. As a result, children confidently explore the learning environment and make independent choices about what they would like to do.
- The childminder plans a curriculum that incorporates children's interests. She confidently identifies what children already know and can do. She works in partnership with parents to identify what experiences children have had before starting. For example, the childminder identifies that some children have never been to the zoo. She expertly plans activities to investigate a snake-skin with children. They discuss 'shedding' and enjoy describing the different textures.
- The childminder provides children with attentive and responsive interactions. She sensitively supports children in their pronunciation of words. She models new language and vocabulary to children. Young children learn the concepts of

'big' and 'small' when exploring with differently sized cars. The childminder sits at children's level and ensures that she makes eye contact when interacting with them. However, at times, the childminder does not give children enough time to share their own thoughts or ideas during activities. This impacts on their communication, as they do not have time to process what is said to them.

- Children have opportunities to develop good pre-writing skills. They enjoy practising their fine motor skills as they thread with different fruits and show high levels of determination. However, the childminder does not always ensure that children have opportunities to be physically active in their play. This includes making use of the available outdoor space to help develop children's gross motor skills.
- Parents are extremely grateful for the nurturing care their children receive while they are with the childminder. They explain how she is an extension of their own family and how they trust her completely. Parents highlight their child's development and say they have 'blossomed' since attending. Older children state that the childminder is 'the best' and parents describe her as 'amazing'.
- The childminder seeks to continuously improve her practice. She regularly gathers the views of parents and children on the care she provides. She uses this feedback to make well-informed changes to her own practice. She is keen to attend all training and development opportunities available to her to ensure that her knowledge is kept up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of how to keep children safe while in her care. She confidently discusses the actions she would take if she was concerned a child was at risk from harm and where concerns would be reported, if necessary. She demonstrates good understanding of signs and symptoms of abuse. These include wider safeguarding issues, such as online safety and the importance of monitoring children's attendance. The childminder knows the appropriate action to take if concerns were raised about herself or a household member. She completes detailed risk assessments when taking children on outings in the local area, to ensure that they are safe and suitable.

What does the setting need to do to improve?

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

- provide children with time to process their own thoughts and share their ideas during activities
- maximise opportunities for children to be physically active in their play, including accessing the outdoor environment.

Setting details

Unique reference number	504468
Local authority	Barking and Dagenham
Inspection number	10279967
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	3
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 1992. She lives in Dagenham and operates Monday to Friday, from 7.15am until 6.15pm, all year round. She closes for two weeks over Easter and during the Christmas period. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Holly Todd

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 childminder showed the inspector the areas of her home that children access. She discussed how she organises her setting and plans experiences for the children.
- The childminder shared a sample of documentation with the inspector. This included evidence about relevant training and the suitability of household members.
- The inspector observed the interactions between the childminder and children. The inspector and the childminder reflected on a learning experience for children to assess the impact this had on their learning.
- Parents and children shared their views of the childminder with the inspector.

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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