

# Childminder report

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Inspection date: 12 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a warm, welcoming home where children eagerly join in play and quickly become engaged in learning. Children enjoy the time they spend in the childminder's care. They have a strong bond with the childminder, which supports children to feel safe and secure. Children behave well. They are kind, listen well and are polite. Children interact with the childminder, who models expectations. For example, she takes turns and says 'please' and 'thank you', which children respond to well.

The childminder has designed a curriculum that accurately helps children to build on what they already know and can do and is based on children's current interests. Children are very confident and independent. They choose what they want to play with and do. For instance, they concentrate and practise their role-play skills as they explore the world in a safe space. Children speak fluently as they interact with the childminder. The childminder effectively supports children's counting and an awareness of size, talking about things being 'small' and 'large'. Children easily identify colours and link these to their favourite characters. They develop a love for books and enthusiastically join in stories.

The childminder takes children to a range of activities, events and places of interest in the community. For example, they visit a soft-play centre, which broadens their experience and allows them to meet other children and build relationships. This prepares children well for the eventual move to school.

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

- The childminder has a secure knowledge and understanding of each child in her care. She regularly shares information about children's development and interests with parents and communicates with other settings that children attend, such as school. This effectively supports her to promote and complement children's learning and enjoyment well. All children make good progress.
- Children are inspired to develop their mathematical skills. They are effectively supported to count during stories, while using props and in discussions. The childminder helps them to work out which number is next as they count. Children learn to match in different ways, according to colour, shapes and size.
- The childminder supports children to develop their language and early literacy skills well. She engages in lengthy conversations with children as they play. She reads stories about children's interests, allowing them time to join in with props and talk about the pictures. Children are introduced to a range of vocabulary, which effectively enhances their language skills. The childminder asks lots of questions. However, at times, these only require a one-word response or a nod of the head. This does not encourage children's critical thinking or enhance their

communication to even higher levels.

- Children are very confident and happily engage in imaginative role play. They re-enact real-life experiences as they pretend to bake cakes and make tea. Children discuss with the childminder what they would like and carefully 'pour' the water and place the cup onto a small plate before handing it to the childminder. This supports children to develop their sharing and social interaction skills well. The childminder further supports children to develop these skills through their interaction with other children at activities such as playgroups.
- The childminder promotes children's good health, hygiene and independence very well. For example, children confidently attend to their personal care. They are potty trained and learn to wash their hands with soap and water. The childminder ensures that the high chairs used by children are clean before and after use. Children have daily exercise outdoors and are provided with fresh fruits and vegetables daily. They have their nap, as and when needed, in a clean and safe environment.
- Parents are very positive about the service the childminder provides. They compliment the childminder for the care and warmth she gives to children, which they appreciate. The childminder creates a home-from-home environment. Parents praise how approachable the childminder is and how well she communicates with them.
- The childminder is committed to her own professional development. She keeps up to date through regular training. She links with other childminders to share good practice and ideas. She works closely with the local authority to ensure that she is kept updated with any changes. This helps her to ensure that children achieve and become ready for their move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- further develop questioning techniques to enhance children's critical thinking and their ability to express their thoughts and ideas.

## Setting details

<b>Unique reference number</b>	EY226952
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10308120
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 March 2018

## Information about this early years setting

The childminder registered in 2002 and lives in Romford, in the Borough of Barking and Dagenham. She operates Monday to Friday all year round from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Marvet Gayle

### 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 childminder.
- The childminder and inspector looked at the areas of the childminder's home that she uses with children and discussed how she plans the curriculum for children.
- The inspector observed the childminder joining in activities with children and evaluated the learning that was taking place with her.
- The inspector looked at a sample of policies and procedures. This included documents relating to the suitability of household members, the progress check for two-year-old children and public liability insurance.
- The inspector considered parents' written feedback.

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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