

# Childminder report

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Inspection date: 15 November 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 nurturing and friendly environment for the children in her care. Children feel safe and secure in the childminder's home. They are provided with reassurance and gentle affection through cuddles. They greet visitors and independently navigate themselves around the childminder's home. The childminder provides the children with a daily routine that is flexible to meet their individual care routines. There are opportunities for children to learn outside the setting. Children enjoy trips to the local park, shops and the farm, utilising local transport when required. This builds on children's understanding of their local community and the world. Children attend local playgroups on a regular basis. The childminder enables them to develop their emerging social skills in larger groups and form new friendships.

The childminder focuses on children's communication and language. All children gain excellent communication and language skills. When engaged in an activity, children share their play ideas, previous experiences and their knowledge. The childminder asks relevant questions to extend children's play and ideas. She repeats words back to children to enhance pronunciation and understanding.

All children behave well. The childminder provides clear guidance that supports their understanding of rules and boundaries. Children take part in setting up and tidying away during snack and mealtimes. The childminder uses praise to recognise children's help with small, age-appropriate tasks. This boosts children's confidence and has a positive impact on their emotional well-being.

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

- The childminder builds strong partnerships with local schools and settings that children attend. She supports children when they move on to schools by sharing information, including those with identified special educational needs and/or disabilities. This supports ongoing learning and progress at the child's new setting.
- The childminder builds positive, trusted partnerships with parents. They value the childminder's support. Parents praise the care provided for their children to support their individual needs. The childminder holds daily conversations with parents and shares observations of their children's learning. She offers advice and support on a variety of care routines, such as developing better eating habits and ways for effective toilet training.
- Children's independence is supported, especially their own care needs. Children blow their nose with a tissue and wash their hands to avoid the spread of germs. The childminder ensures resources are accessible and provides clear instructions so children can follow. For example, children access a cloth to help wipe the

tables once they are finished with their snack.

- Children freely access books, which are displayed around the setting. They show how they enjoy books. Children retell their favourite parts and remember repeated phrases from stories that the childminder has previously shared. This supports children's early literacy skills.
- A range of activities and play opportunities are available for the children to access. This helps to support children's learning and development. However, the childminder does not consistently focus precisely on what she wants younger children to learn. This means that their learning experiences are not fully explored.
- Children's physical development is supported by having regular access to the large outdoor garden. This helps to promote a healthy lifestyle. Children have opportunities to run in a large space, play with a range of apparatus and explore nature through gardening. This provides them with a range of opportunities to build strength in their larger muscles.
- The childminder is part of a network and links with other childminders to share good practice and develop her skills. She continues to update her knowledge through accessing training provided. This contributes to the good learning environment that enables the children to make good progress.

## **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:**

- focus teaching on the intended skills younger children need to learn to promote their learning more precisely.

## Setting details

<b>Unique reference number</b>	119675
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10355275
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	23 November 2018

## Information about this early years setting

The childminder registered in 2002 and lives in Barking, in the London Borough of Barking and Dagenham. She operates her service throughout most of the year, from 8am to 6pm. The childminder offers the government funded places for childcare.

## Information about this inspection

### Inspector

Onyi Ojukwu

### Inspection activities

- The childminder discussed with the inspector how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to, and interacted with, the inspector during the inspection.
- Parents shared their written views on the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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