

# Childminder report

---

Inspection date: 14 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Met
----------------------------------------------	-----

## What is it like to attend this early years setting?

### The provision is good

Children know the routine and what to expect at the setting. They remind each other of expectations and how to behave. The childminder gently reminds them to listen and behave well. They form trusting relationships with the childminder and her assistant. Children are quick to help their carers tidy up. They stand taller and smile when carers praise them for their helpful behaviour. Children eat a variety of healthy foods at the setting. The childminder teaches children about the benefits of different foods. She offers fruit at snack time. However, the children are also offered sweet biscuits and spreads high in sugar for their snacks. The childminder expects children to develop their knowledge. They delight in learning with her as they take part in activities like feeding the local ducks. The children make good use of the local area. They gathered autumn leaves as they walked back from picking children up from school. Children have lots of fun as they laugh and play together. Older children read to their younger friends. Children have time to play, eat and rest as they move through their day. Activities are offered inside and out so that children can remain active, even on rainy days.

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

- The children hear mathematical language as they play. For example, the childminder talks about the shape of things. She told the children that peas are small, green and round.
- She teaches children about safety as they play in the toy kitchen.
- The childminder expects children to help each other. She encourages them to share resources.
- Children listen to the childminder and do what she asks them to do. She tells the children that they can complete tasks. They like to show her that they are capable and helpful.
- The childminder serves a variety of fruits and vegetables. She tells the children why these foods help them stay healthy. However, she also offers high sugar spreads as part of morning and afternoon snack times.
- The childminder keeps children safe as she helps them to wash their hands. She teaches the children that they are removing germs that could make them ill.
- The childminder skilfully develops children's vocabulary. She gives them real objects to explore as she introduces new words that describe the objects. For example, the children develop their sense of taste and learn vocabulary as they try new foods at lunchtime. The childminder describes tastes as 'tangy' or 'sour'.
- Children develop an understanding of amount as they count a variety of objects. They touch each one as they count 1, 2, 3. The childminder helps children learn about size as she points out that some bibs are 'too small'.
- Children develop their speaking skills as they make different animal noises. They listen to the sounds of different shakers and drums. The childminder encourages

children to try to make new sounds.

- The childminder shows children how to dress themselves after using the potty. She helps them develop independence as they try to complete tasks by themselves.
- The childminder works with parents to help children learn to use the potty. She told parents children had used the potty throughout the day. She uses a record chart to remind children how many times they practise their new skill.
- The childminder provides resources that teach children about various cultures. She expects them to be respectful and tolerant. The childminder reads a book in Spanish and English. Children hear the same words in two languages. They have access to picture books about many faiths.
- Children develop their fine-motor skills as they draw on whiteboards with marker pens.
- The childminder knows how to develop children's communication. She points out similarities between what the children already understand and new words. This results in the children's speaking skills developing well.
- The childminder makes sure that her assistant's knowledge and skills are up to date. She books courses for her assistant. This means that the assistant's teaching skills are improved.
- The childminder gives parents information about their children's learning progress. She involves them in their children's curriculum.
- Children develop their physical fitness as they chase balloons around the playroom.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she suspects that a child may be at risk of harm. She books her assistants on the same safeguarding courses as she attends. Assistants know who to contact if an allegation is made against a person working with children. All carers have completed a paediatric first-aid course. New assistants undergo thorough background checks before they work at the setting. The childminder carries out regular fire safety drills. She risk assesses her setting and makes sure that equipment and resources are safe.

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

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

- serve foods that are low in refined sugar.

## Setting details

<b>Unique reference number</b>	EY221315
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10083068
<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</b>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 April 2014

## Information about this early years setting

The childminder registered in 2002 and lives in Woodford, Essex. She sometimes works with an assistant. The whole of the ground floor of the premises is used for childminding, including a large playroom, dining room and downstairs toilet facilities. There is a fully enclosed garden available for outdoor play. The childminder is currently caring for two children in the early years age range during school hours. She also offers before- and after-school care.

## Information about this inspection

**Inspector**  
Fi O'Connor

### Inspection activities

- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the childminder interacting with and teaching the children.
- She discussed the curriculum with the childminder. The childminder explained how she builds on children's knowledge to help them learn.
- The inspector checked documents and looked at children's records.
- She met with parents and also took their written views into consideration.
- The inspector observed children playing with each other and with the childminder.
- She talked to children about their experiences at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019