

Childminder report

Inspection date: 21 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment that is well equipped with a variety of toys and resources. She plans progressive programmes for children and offers challenging and inspiring activities across all areas of learning. For example, at the time of inspection, children were learning about the body. They had taken x-ray photographs of their hands with a camera application and observed their bones. Following this, children were learning about their five senses. They learn about nature and the world around them through regular trips and outings, including to the local forest. Children independently choose toys to play with and handle them with care. They follow the childminder's instructions and move around her home in a safe manner. Children enjoy attending her setting and stay immersed in their self-directed play for extended amounts of time. They are inquisitive and eager to explore the indoor and outdoor learning environment. The teaching of languages is strong. The childminder and her assistants hold simple conversations in Spanish and English throughout the day. All children, including those for whom Spanish is not their home language, learn to communicate fluently in both languages.

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

- The childminder is very experienced. She manages her assistants well and enrolls them on courses to help them continue to develop their skills. She works closely with external agencies to ensure children with special educational needs and/or disabilities receive support. Parents speak very highly of the childminder's provision. They say the communication between home and setting is very strong. The childminder ensures the visual displays and other supportive resources are written in Spanish and English to ensure all children are supported well to understand adult instructions and the order of the daily routines.
- The childminder and her assistants carry out observations of children regularly and use these well, overall, to assess what they already know and need to learn next. They use this information to plan challenging activities that help children make good progress across all areas of learning. For example, children learn to recall familiar events in their lives during circle-time discussions. They learn to handle scissors and writing tools confidently through painting, craft and mark-making experiences. The most able children learn to write their names and recognise letters of the alphabet. Children quickly move on from saying their names to self-registering as they arrive and hang their belongings on named coat pegs. They learn to count, name shapes and know the language of size through songs and playing with different containers.
- The childminder and her assistants sensitively join in with children's play and know when to allow children to lead their own learning. Children are confident and independent. They persist with attempts to independently put on their

overalls before outdoor play. Children carry their own bowls to adults to choose which cereal to have for breakfast. They enjoy healthy eating from the range of fruits, vegetables and meals provided by the cook. Young children tidy up willingly. The adults encourage them to clean their faces and brush their teeth after eating. Older children manage their own toileting and personal hygiene needs well.

- The childminder is aware of how children's concentration levels differ. She adjusts activities to accommodate their attention spans well. For example, when children began to lose interest in a feely box activity, she sensitively allowed them to return to their messy play.
- The childminder provides activities to support children's sensory exploration. She emphasises key words in English to describe what children can feel, see or smell during their indoor and outdoor play. However, occasionally, she misses opportunities to help them recall key words by not giving them more time to repeat her spoken words.
- Children behave well at the setting. The childminder and her assistants communicate the expectations for behaviour to children effectively. They role model positive interactions well, nurture children and offer comfort when they are upset. Nevertheless, during these times, the childminder misses opportunities to encourage children to begin to build their early language of feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants recognise the signs that suggest a child may be at risk of harm from abuse. They have a clear procedure to follow should they need to report a concern. The childminder holds regular supervision meetings with her assistants. She has enrolled her assistants on further safeguarding training to ensure they remain aware of updated local area procedures. The childminder prioritises children's safety. She adopts stringent recruitment procedures. The childminder ensures children are not left unsupervised and all the adults working with her are vetted and suitable to work with young children.

What does the setting need to do to improve?

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

- promote children's ability to use new words further to extend their communication skills to a higher level
- seek ways to develop younger children's language of feelings further so they can begin to articulate why they are upset to adults.

Setting details

Unique reference number	EY545576
Local authority	Redbridge
Inspection number	10103276
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	9
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Woodford, in the London Borough of Redbridge. She operates Monday to Friday from 8am to 6pm, except for bank holidays at Easter and all the whole of August. The childminder holds qualified teacher status and employs two assistants. She adopts aspects of the Steiner and Reggio Emilia approach to early years education.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector accompanied the childminder on a learning walk of her home and discuss how it supports the early years curriculum.
- The inspector spoke to parents to gain their views.
- The inspector observed the general care practices of the childminder and her assistants and how they interact with children.
- The inspector carried out a joint observation of an activity with the childminder to evaluate the quality of teaching and learning.
- The inspector sampled the childminder's documents, including children's learning folders, and held discussions with the childminder 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019