

Childminder report

Inspection date:

7 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children build positive attachments with the childminder. This helps them to feel safe and secure in their surroundings. They are happy and enjoy their time with the childminder and her family. Children form strong relationships with each other, spending lots of time talking and giggling. The resources and environment engage children well and are tailored to their needs and interests successfully. The childminder is very attuned to children's individual needs, in particular supporting them to make sense of their feelings and regulate their emotions and behaviour.

The childminder is a good role model. Children follow her example and are extremely respectful of her and one another. The childminder supports children to develop an understanding of diversity, such as learning about different cultures, religions and circumstances. For instance, children visit places of worship and learn about various charities and people less fortunate than themselves. Children develop a good sense of their place in society. They understand about those in the community who help us and why it is important to recycle and care about the planet. Parents speak fondly of the childminder, saying they feel 'fully informed' and appreciate the 'wonderful observations and assessments' she makes.

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

- The childminder is reflective. She uses rigorous self-evaluation processes to identify strengths and build an action plan to improve her provision. For instance, she has completed relevant training in how to promote children's speech and language development, to improve her skills and knowledge and continue to provide a high-quality provision.
- Partnerships with parents are effective. For example, the childminder uses knowledge from training she has received about children with special educational needs and/or disabilities to help parents to access appropriate support from external services. The childminder communicates well with parents. She shares information to help them understand what children are learning and gives ideas for them to build on this at home.
- The childminder fosters effective partnerships with other provisions that children also attend. For example, she works closely with teachers to develop a collaborative approach to support children and build continuity of care, learning and development.
- The childminder builds on children's enthusiasm for books successfully. She asks questions about books they bring home from school and encourages children to consider what will happen next in the story. This helps enhance children's early reading skills and imaginations well.
- The childminder has a secure knowledge of the early years foundation stage

requirements. She considers what children need to know and their interests to help her plan meaningful experiences that have a positive impact on their progress. She discusses planning with children and takes account of their suggestions. For example, the childminder set up a 'school' with a whiteboard and pens, so children could take on the role of a teacher.

- The childminder skilfully builds on children's knowledge and understanding. For example, she talked to children during an outdoor water-painting activity about the different textures they painted on and why the water looked different on wooden fence panels and paving slabs. She allows children time to reflect, think and respond. Children build confidence to share their ideas.
- Children enjoy opportunities to manage their own care needs independently. For example, they put their own belongings away on arrival. They set up a table and chairs for dinner, decide who will sit where and discuss taking turns to swap seats next time they are together. Children are becoming independent thinkers and learners.
- The childminder sets clear boundaries for children's behaviour. Children understand the expectations and know the 'house rules'. This helps them to follow instructions and behave well. Children are eager to help. For example, they are quick to wipe up drink spillages and are careful to prevent further accidents. Children are polite and kind.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and has thorough policies in place. She uses ongoing risk assessments to help her provide a safe environment. She knows how to recognise the signs and symptoms of abuse and is alert to potential signs that a child may be a risk of extreme ideas and behaviours. She knows the appropriate authorities to contact to escalate concerns regarding a child's welfare. She completes regular training to keep her safeguarding knowledge and practice up to date.

Setting details

Unique reference number	EY319300
Local authority	Redbridge
Inspection number	10065561
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	16 November 2015

Information about this early years setting

The childminder registered in 2005. She lives in Ilford in the London borough of Redbridge. The childminder operates all year round. She is available Monday to Friday, from 8am to 6pm. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector observed the quality of interactions between the childminder and children.
- The inspector and childminder carried out a joint observation of an outdoor activity.
- The inspector sampled a range of documentation, including training certificates, policies and risk assessments.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' views in written format.

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 2020