

Childminder report

Inspection date: 4 November 2021

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

Children are happy. They display a strong sense of belonging in the childminder's home and form a close bond and attachment to her. Children develop good social skills and they are keen to share their resources with others. They welcome the childminder to join their play as they explore with stimulating and exciting resources. Children benefit from her positive and ongoing interactions. They listen and show their understanding, as they follow the childminder's instructions effectively. Children's confidence grows and they eagerly copy new words.

Children are keen to learn. They concentrate well on things that interest them. For example, they eagerly experiment during a painting activity and develop their hand-to-eye coordination effectively. Children value the childminder's reassurance and praise. This helps to develop their self-esteem and they learn to be resilient. The childminder has high expectations of children's behaviour. She encourages them to be polite and kind to others. Subsequently, children listen respectfully to the childminder and behave well. The childminder has provided thoughtful support to children and their parents throughout the COVID-19 pandemic. She kept in touch with them when they needed to isolate and she organised calls with them to maintain their good relationships.

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

- The childminder uses her observations of children well to monitor their learning and recognise any possible gaps in their development. Overall, she supports them appropriately to move forward in their learning and helps them to make good progress. This includes children who speak English as an additional language.
- The childminder supports children's communication and language skills effectively. For example, she interacts with them positively and asks effective questions to develop their speaking and listening skills. The childminder listens to children and gives them time to think and respond.
- Children develop positive attitudes towards their learning. For example, they display high levels of curiosity, independence and confidence as they manage small tasks and make decisions about their play. The childminder acts as a positive role model to children. She works with parents to ensure there is consistency in supporting children's behaviour at the setting and at home.
- Children develop a good understanding of the world. For example, they are learning about different seasons and animals that hibernate during cold weather. Children confidently identify the pictures and they can name and make the sound for animals.
- The childminder supports children's literacy skills effectively. For example, she reads them stories and encourages them to talk about the pictures in the book.

She encourages them to sing along to nursery rhymes and take part in activities to develop their early writing skills.

- The childminder misses some opportunities during children's play to develop their mathematics skills. She has not fully considered how skills, such as counting, can be incorporated into messy activities.
- The childminder is beginning to work with parents to support children's oral health. However, she does not consistently help children to develop an understanding of living a healthy lifestyle. For example, the childminder, occasionally, offers children treats when rewarding them and does not consistently encourage them to eat fruit and vegetables with their lunch.
- The childminder forms close partnerships with parents. She works closely with them to identify their children's starting points and to share regular information about their children's learning. Parents' feedback to the childminder is positive about their children's care and when their children tell them what they have been doing at the setting.
- The childminder maintains her professional development effectively. This helps her to keep up to date with changes to the early years foundation stage and to enhance her knowledge and skills. The childminder uses her new skills from training to support children's early language development effectively.
- The childminder consistently evaluates her practice. She uses feedback from parents and children to strengthen the provision. For example, the childminder is increasing opportunities for children to engage in a range of physical play using their whole body, to develop their large muscles and range of movements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She has effective safeguarding procedures in place to ensure children are safe. The childminder is familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. She knows how to report any concerns and allegations against an adult to the relevant authorities. The childminder closely supervises children. She completes regular checks to ensure her home is safe for children.

What does the setting need to do to improve?

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

- make better use of play opportunities to support children's understanding of mathematics
- support children to develop a greater understanding of the importance of living a healthy lifestyle.

Setting details

Unique reference number	2500060
Local authority	Redbridge
Inspection number	10191513
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Ilford, within the London Borough of Redbridge. The childminder operates Monday to Thursday, from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- This was the first routine inspection the provider received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the area used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed children during play and spoke with them, and the childminder, at appropriate times during the inspection.
- The inspector took account of parents' feedback shared with the childminder. Relevant documentation was reviewed by the inspector, including evidence of suitability checks and the childminder's paediatric first-aid qualification.

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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