

# Childminder report

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Inspection date: 4 May 2022

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

### The provision is good

The childminder provides a relaxed and welcoming home environment. Children are happy and secure. They have access to a variety of toys and equipment to enhance their learning. Children can easily access their favourite toy when playing inside. The childminder gathers useful information from parents that enables her to support children appropriately when they begin at the setting. Children have good relationships with the childminder and enjoy her company. The childminder reassures children when they feel sad and need a cuddle.

The childminder has high expectations of children's development. Babies bounce on a small ball with one hand, while sitting on the grass. They gaze in awe, watching the childminder blow bubbles, and try to poke them with their finger. Children show good coordination skills. Babies learn to crawl. Older children help to set the table at mealtimes and pour water into a cup to drink. Children behave well and are reminded to be respectful and kind. The childminder serves home-cooked meals, and children readily engage in discussions about the importance of eating nutritious food. Children reply politely when the childminder asks which flavour yoghurt they would prefer. Children confidently ask for a knife to cut the end of their strawberry.

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

- The childminder plans sequential next steps for children to make progress. For example, she provides activities to strengthen babies large muscles in preparation to walk. The childminder identifies any gaps in children's development where they need further support. However, at times, babies do not always have objects to explore to discover a variety of texture and taste.
- Children experience a wide range of activities which cover all areas of learning. For example, children engage with the role play kitchen, exploring scented seasoning containers. Babies explore freely. They learn to pull themselves up holding furniture.
- The childminder understands the importance of evaluating all areas of her provision. She gathers the views of parents to help inform her of areas that she can adapt and change. For instance, she has renovated the garden for children to explore more freely.
- Children develop a good understanding of diversity beyond their immediate family. They learn about Eid, Diwali and Easter. Children enjoy playing with positive cultural role play resources.
- The childminder supports children to become confident in their use of vocabulary. She does this by repeating words, such as 'fluffy' and 'furry', during story time. Young children enjoy turning the pages of touch-and-feel books.
- The childminder incorporates mathematics into everyday activities. She

encourages children to count. Children begin to understand the concepts of 'more' and 'less'.

- The childminder embeds care practices in the daily routines. She promotes children's personal hygiene. Children wash their hands and access a low-level sink to do this.
- Parents speak highly of the childminder. They state that their children have made good progress. Parents comment that their children enjoy going to the childminder's home. The childminder shares daily information and her observations of children's development with parents. This supports continuity in care and learning for children.
- The childminder belongs to a childminding network group. She meets up with other childminders to share ideas and reflect on her practice.
- The childminder promotes children's understanding of the wider world around them. For instance, children visit the forest, farm and park regularly.
- The childminder works with other professionals at settings where children attend. She speaks to children's teachers to find out about their day. The childminder plans activities to complement children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of child protection procedures. She knows who to contact if she is concerned about a child's welfare. The childminder maintains her home well and ensures that it is clean and safe for children. She has systems in place to ensure that her premises are safe for children. For example, the childminder makes sure that the two front doors always remain locked to prevent children from leaving the premises unsupervised. The childminder conducts daily risk assessments to make sure that her home is safe for children. She supervises children well and children are always within her sight and hearing.

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

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

- enhance resources for babies to explore and make better progress.

## Setting details

<b>Unique reference number</b>	EY404042
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10138155
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	3 September 2015

## Information about this early years setting

The childminder registered in 2009. She lives in Wanstead, within the London Borough of Redbridge. The childminder works on weekdays, from 8am until 6pm, throughout the year, excluding family holidays.

## Information about this inspection

### Inspector

Pauline Valentine

### Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity and held discussions with the childminder.
- The childminder provided the inspector with a sample of documentation, including public liability insurance.
- The inspector carried out a learning walk with the childminder around the areas of the home that are used by children.
- The inspector took into account the written comments of parents.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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