

Childminder report

Inspection date: 15 July 2022

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 safe and very content in the childminder's home-from-home setting. The childminder takes time in the morning to speak to each parent when children arrive. This helps children to transition easily between their home and the setting. Children confidently talk to the childminder throughout the day. She is very attentive and follows children's lead in play and conversations. Children have warm and secure relationships with the childminder and each other. The childminder designs a broad curriculum based on children's interests and what they need to learn next. She has high expectations for all children. The childminder skilfully sequences children's learning and ensures that their needs are met. This leads to all children making good progress from their starting points in learning.

Children behave very well. They are respectful towards the childminder and each other. The childminder is a good role model of the behaviours she expects. She uses praise to highlight all children's good behaviour. For example, she says, 'Thank you for waiting for your turn to make play dough mixture.' This helps children to understand what is expected of them. Children display positive attitudes towards their learning. They make decisions about what they would like to do. For example, the childminder asks children what they would like to do next, and they ask her to read stories during their session in a garden. Children develop confidence and self-esteem as they learn that their views are valued.

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

- The childminder evaluates her practice effectively. She attends courses and webinars, helping her to enhance her teaching skills further and keep her knowledge up to date. Recent training has led to improvements in the way the childminder assesses and plans for children's learning, without the burden of too much paperwork.
- The childminder has a clear understanding of what she wants children to learn. Overall, she implements her curriculum well. The childminder generally supports children to develop their communication and language skills. For example, she introduces new vocabulary. The childminder ensures that children hear correct pronunciation of words and well-structured sentences throughout the day. This helps all children to become confident talkers.
- Children develop a strong interest in books. The childminder engages children well as she reads familiar stories. She pauses to give children the opportunity to ask questions and think of what happens next in the story. This supports children to develop their language skills and enhances their love of books.
- Children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and put their shoes on before going outdoors. Children help with small tasks, such as cleaning the table after mealtimes. This helps

them to gain a sense of responsibility.

- Children's physical health is a priority for the childminder. She teaches them how to stay safe. For example, children learn how to safely cross the road. Children learn about the importance of cleaning up after pets while helping to take the childminder's dog for a walk. They learn about healthy food as the childminder ensures that she prepares nutritious meals for them. All children follow the childminder's hygiene routines by regularly washing their hands.
- The childminder provides a variety of opportunities for children to strengthen their small muscles through messy play and mark making. This prepares them well for the next stages of their learning and development.
- Children have many opportunities to play outside in the fresh air. Children run and use scooters. However, the childminder does not consistently explore ways to help children develop their large-muscle skills further, through challenging and risky play indoors and outdoors.
- The childminder helps children to notice their differences and similarities and understand what makes them unique. For example, children look at each other and compare their facial features. The childminder introduces conversations about where children's families come from. This helps them to learn more about the world they live in. However, on occasion, the childminder does not consistently help children to hear and share their home languages in the setting, to enhance their learning even more.
- Parents speak highly of the learning experiences which the childminder offers to their children. They comment about her support during settling-in times as well as ongoing good communication. Parents feel well informed about their children's next steps in learning. They say that their children are well prepared for the transition to other settings, including pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to ensure children's safety. She attends regular training provided by the local authority to keep her knowledge up to date. The childminder knows the possible signs to be aware of that could indicate a child is at risk of harm. She knows the correct procedure to follow if an allegation is made against herself or a member of her household. The childminder carries out daily risk assessments to ensure that her setting is safe for children to play and learn in. She keeps her paediatric first-aid certificate up to date.

What does the setting need to do to improve?

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

- help children further develop their large-muscle skills through challenging and

risky play indoors and outdoors

- extend the opportunities for children to share and hear their home languages, to support their communication and language development further.

Setting details

Unique reference number	2523658
Local authority	Redbridge
Inspection number	10215042
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	1 to 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Hainault, in the London Borough of Redbridge. The childminder operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Agnes Wink

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the curriculum together.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as evidence of the childminder's suitability and the suitability of household members and assistants.
- The inspector obtained the views of parents.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.

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 2022