

Childminder report

Inspection date: 9 August 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 flourish at this setting. They learn in a warm and fun environment. Children receive welcoming hugs and nice greetings from the childminder as they start their day. This helps them to settle. The childminder knows children well. She skilfully plans for their next steps in learning. For example, some children speak English as an additional language and enjoy reading. The childminder ensures that they have opportunities to see the text of their home languages in simple story books, and hear their home languages, alongside English, as they play and learn. The childminder gains information about children before they start. This includes gathering simple words in children's home languages from their parents. This further enhances children's learning and positively supports all children's communication and language development.

The childminder creates clear boundaries for children's behaviour in a well-resourced environment. For example, tidy-up time is a jovial experience. The childminder and children sing songs and work together. They place toys and resources in the correct places and containers. In addition, occasionally, when children move around and want to play at mealtimes, the childminder helps them to understand how to eat safely. This has a positive impact on their behaviour.

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

- The learning environment indoors and outdoors is inviting. It is well laid out to enable children to have a lot of opportunities to follow their interests. Children receive encouragement to select the resources they want to learn with. For example, they select ride-on construction vehicles and use the controls to pick up resources. However, sometimes, the childminder limits how children play with the resources that they select. As a result, some children's enjoyment diminishes. At times, this negatively impacts on children's opportunities to enhance their own learning.
- The childminder encourages children to develop a love of reading. Children sit with her and turn the pages of books as she reads to them. The childminder talks about the title, images on the front of the book and the blurb at the back. She reads calmly at the children's pace and asks simple questions to find out what they know. She then extends their learning. This has a positive impact on how children obtain knowledge and develop their understanding.
- The childminder interacts effectively with children. When children play, the childminder talks to them about what they are doing. For example, during a sensory activity, the childminder helps children to understand capacity. She uses comments, such as 'It is nearly halfway, we will need some more water.' This helps supports their understanding of early mathematical concepts.
- Children have good opportunities to develop their small- and large-muscle skills.

For example, children explore the texture of play dough as they squeeze, mould and pound it. In addition, children use a mark-making trolley to select felt-tip pens. They independently create artwork and complete puzzles. This promotes children's physical development.

- The childminder helps children to establish healthy routines. For example, they sing fun songs when they wash their hands. The childminder supports children to develop their self-care skills.
- Children are confident to ask for help when they need it. The childminder quickly praises children for their efforts. She gently encourages them to try again, such as when children try to hang their clothes on their pegs. This supports children's personal development.
- Parents are highly complimentary about the childminder. They talk about the progress their children have made at the setting, especially children who speak English as an additional language. The childminder gives parents ideas about how to continue their children's learning at home. This has a positive impact on children's next steps in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures, and completes regular safeguarding training. She knows how to identify any possible risks to children and who to report concerns to, including allegations against adults working with children. The childminder ensures that the environment is safe. She helps children to remain safe. For example, the childminder makes sure that all children wear sun hats.

What does the setting need to do to improve?

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

- offer children more opportunities to choose how they want to play with resources, so that they can extend their learning further.

Setting details

Unique reference number	2556625
Local authority	Redbridge
Inspection number	10232097
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	3 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Ilford, within the London Borough of Redbridge. The childminder operates all year round from 8.30am to 5.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to children, to find out about their time at the setting.

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