

Childminder report

Inspection date: 20 September 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 very happy and settled in the childminder's welcoming home. They form strong relationships with the childminder and show that they feel safe in her nurturing care. Children are confident to make requests and choices, they play cheerfully with the childminder and their friends. The childminder has high expectations of the children. She encourages them to be independent and do things for themselves. Consequently, children develop a good range of skills to help them prepare for starting school. For example, children understand how to tidy up, they learn to wash their hands and put on their shoes independently. Children enjoy small responsibilities, such as helping to prepare fruit for their dessert. They behave extremely well and show high levels of self-control.

Children are confident learners and there is a wide selection of interesting activities for them to explore. They access the indoor and outdoor areas freely and make choices about what to play with. The activities are challenging and thoughtfully planned around their interests. Consequently, children are excited to learn and become deeply engaged in activities. For example, children are fascinated to explore how tools work as they help the childminder to mend the toy cars.

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

- The childminder demonstrates a genuine enjoyment and enthusiasm for her work. She has a clear vision for her setting and is committed to providing high-quality care and education. The childminder undertakes a variety of development opportunities, to enhance her professional knowledge and improve the outcomes for children. For example, she explains how training has helped her to support children's understanding of oral hygiene.
- Partnerships with parents are strong. Parents' comments are very complimentary. They describe the childminder's setting as 'home like' and state that she is attentive and caring towards their children. Parents comment on the progress their children have made and feel well informed about their children's activities and learning.
- The childminder gets to know children very well. This helps her to identify what children enjoy and what they can already do. The childminder understands how to help children move on to the next stage of their development. She uses their interests to provide motivating learning experiences.
- Children demonstrate their good mathematical skills with enthusiasm during play. For example, they confidently count and compare sizes as they fill containers with sand or prepare 'food' in the play kitchen. Children show good attention to detail as they sort and compare shapes. They concentrate intently as they solve puzzles on an activity board.
- The childminder generally promotes children's language skills well. For example,

she engages them in meaningful conversations and introduces them to new words as they play. This helps children to acquire broad vocabularies. However, there are times when she does not seize opportunities to enhance children's spoken language. For instance, by rewording what children say, to help them learn correct pronunciation and master the use of different tenses.

- Children develop positive attitudes to healthy lifestyles. They have opportunities to exercise and develop their physical skills in the childminder's garden and on local walks and outings. The childminder cooks healthy meals for children and encourages them to try a variety of foods. However, she could do more to help children understand how food and exercise affect their bodies.
- The childminder supports children's good behaviour effectively. She provides consistent gentle reminders alongside lots of positive praise, to help children understand what is expected of them. Children are kind and respectful to others. They share their toys, listen to their friends and demonstrate consistently good manners.
- Children enjoy regular outings with the childminder to help develop their understanding of the world. They meet different people and visit new places, such as local shops and a Sikh temple. The childminder ensures that her curriculum incorporates special occasions from children's own lives, as well as celebrations of different cultural events. This supports children to understand and respect their similarities and differences with their friends and other people in the community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She knows the procedures to follow, should she have any concerns about children or if there is an allegation made against her. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. The childminder supervises children well. She regularly assesses safety in her home to remove or reduce any risks.

What does the setting need to do to improve?

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

- improve the support for children's language skills, to help them learn to pronounce words and construct sentences correctly
- build on the opportunities to teach children about the benefits of healthy lifestyles, particularly the effects of food and exercise.

Setting details

Unique reference number	2554351
Local authority	Redbridge
Inspection number	10221615
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 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Ilford in the London Borough of Redbridge. The childminder operates her service on Monday, Tuesday and Thursday, between 8am and 5pm throughout most of the year. The childminder offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding, they discussed the early years curriculum and how the childminder organises her provision for children.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector took account of parents' written feedback, she also observed and spoke to children, to find out about their experiences with the childminder.
- The childminder ensured that her documents, including her paediatric first-aid qualification, were available for the inspector to view.

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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