

Childminder report

Inspection date:

22 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children excel in their development and make progress beyond the expectations for their age. They flourish in the well-equipped and stimulating environment, where their learning journeys are uniquely planned for them by the childminder. The childminder is highly skilled in her teaching. She has high expectations of what all children can achieve. Children are keen to learn, and they focus for long periods in a broad range of well-planned, stimulating activities and experiences that enhance their existing learning.

Children enjoy the themes they follow, such as particular storybooks. They enjoy being outdoors and engage in highly stimulating activities that support their individual learning and interests. Activities flow and relate well to the themes which they are following, such as exploring minibeasts in the garden. Children have a good awareness of their learning as they link back to their past learning experiences, such as how caterpillars turned into butterflies.

Children confidently select what they would like to play with. They develop their fine motor skills and dexterity. The childminder ensures that children are able to manage the activities and tasks that she provides, while offering effective and well-targeted challenge. Children's behaviour is excellent. They play in consistent harmony with and alongside each other when sharing resources. Children develop a strong sense of pride and achievement as the childminder praises and encourages them successfully. The childminder is highly skilled in giving children reminders of how to behave and consistent positive praise to teach them about expected behaviour. As a result, children clearly understand the rules and expectations for their behaviour. Children are enthusiastic and keen to interact with the childminder. They attend the local stay-and-play sessions with the childminder and visit the local community woodlands and parks. This provides them with ample opportunities to make new friends, which supports children's developing social skills very well.

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

- The childminder has an extremely good understanding of children's individual needs. She uses this knowledge to plan a clear, sequenced curriculum to enable them to achieve as well as they possibly can in their individual learning. The childminder is very adept at adapting activities for children of differing abilities to ensure that they can achieve successfully. She clearly understands that children need time to play alone and explore the activities and environment. The childminder allows for this, yet she is still careful to observe and interact as appropriate while not interrupting their concentration.
- Children's speech and vocabulary are exemplary. They have ample opportunities

to use language, and the childminder skilfully extends their vocabulary with new words in all activities. Children learn the meaning of new words, building on their already rich vocabulary of spoken and descriptive language. Children are confident to share their ideas about their play and share their experiences from home.

- Children enjoy their time outside and the opportunity to run around and practise their large-muscle skills. They are keen to look for toy bugs the childminder has hidden for them to locate, ride toy vehicles, dig and fill containers in the mud kitchen and learn to balance and climb when out in the forest areas. They explore leaves, pebbles and bark as they create hideaways for the bugs.
- Children's love of books and reading is evident from a very young age. Children of all ages independently select books and sit and look through them for long periods, often reading from memory themselves. The childminder involves them in the story, pointing to the words as she reads, and uses a broad selection of puppets and props to support children's understanding of the spoken words as she reads to them.
- The childminder reflects on all aspects of her setting as part of reviewing her service regularly. She is highly motivated and has kept herself up to date very well since her last inspection. The childminder accesses plentiful professional development and reads widely about early years. Consequently, her knowledge and skills have continued to develop, and she maintains a very high standard of practice. This supports her to provide the highest quality of care and learning experiences for every child.
- Partnership working is exceptional and meets children's needs very well. Parents share that they feel highly involved and included in the setting and children's learning. Parents receive a detailed handover at the beginning and end of the day to show how the children are developing and progressing and to support their well-being. The childminder ensures she seeks the support of other relevant professionals when required, and as a result, children receive effective support and any additional help they may need.
- Children are highly motivated and supported to take on roles that aid their self-help and independence skills. Children of all ages are keen to help clear away play materials, working strongly together to take on tasks as directed by the childminder. They are aware of the role to help set the table, and they select and wash their own fruit for snacks and undertake handwashing by themselves.
- Children enjoy the freshly cooked, healthy and organic meals provided to them. They develop good eating habits as they sit with the childminder to have their main meals and snacks, creating a warm and sociable learning time. They are included in preparing snacks for themselves, and they learn about the need to keep their teeth clean from a young age.
- Children access a broad range of play resources that reflect diversity and inclusion. This helps to support children to develop a positive outlook of the differences between themselves and the wider diverse community they live in. They access books, home-corner props and dolls daily. The childminder extends their learning further through the calendar of celebrations of different cultures and faiths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safety and safeguarding a high priority. She has an excellent understanding of her responsibilities in relation to keeping children safe. The childminder ensures that she completes relevant training and updates her knowledge of safeguarding regularly. This supports her to have a strong insight to identify the signs that may indicate a child may be at risk of harm and to know the appropriate processes to follow should she have concerns about children's welfare. Children learn how to keep themselves safe, such as how to safely climb and descend the stairs indoors, and learn about road safety as they go out daily in the wider community. The childminder works really well with other agencies to ensure that children receive the help and support which they need and are safeguarded.

Setting details

Unique reference number	EY483109
Local authority	Redbridge
Inspection number	10236541
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 October 2016

Information about this early years setting

The childminder registered in 2014. She lives in Wanstead in the London Borough of Redbridge. The childminder provides care for children aged from birth to under five years. She operates during term time from 8am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Shaheen Belai

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 childminder.
- The childminder and inspector discussed how children's individual learning and development are supported, how activities are planned and how she assesses children's developmental progress.
- The inspector spoke to the childminder and children when appropriate during the inspection. Written parental feedback for inspection purposes was collated.
- The inspector observed the interactions between the childminder and children throughout the inspection and assessed the impact that this was having on children's learning.
- The childminder and children gave the inspector a tour of the childminder's home. The childminder showed the additional resources and equipment for children's use that she rotates throughout the week.
- The childminder provided the inspector with access to view required records and relevant documentation.

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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