

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 warm, welcoming and homely environment. Children are comfortable and relaxed. They settle quickly, showing that they feel safe and secure. Parents are extremely happy with the childminder, who keeps them informed about their child through daily discussions, photographs and phone contact.

Activities are child-centred and the childminder knows what interests each of the children. She uses her knowledge to provide interesting activities that challenge and support children's developing imagination and speech. The childminder promotes good behaviour; children say 'please' and 'thank you' and praise each other's achievements. For example, one child is delighted when another child chops their peppers and cucumber for lunchtime. Children behave very well at the setting.

Children enjoy being outside and are curious about the world around them. For instance, children play in the mud kitchen and fill the saucepans carefully, using differently sized utensils. Children enjoy the opportunities to develop their balance and negotiation skills as they learn how to stand and walk on the bucket balance stilts.

The childminder ensures that her curriculum offers exciting and challenging activities. Children are engaged in their play, especially when the childminder links children's learning experiences to their interests. For example, she uses toy tractors when she encourages children to think about different sizes and shapes.

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

- The childminder is motivated to increase her knowledge and understanding of children. She carefully chooses training opportunities that are relevant to her practice and the children that attend. She ensures that her mandatory training is up to date, to help keep children safe and well.
- The childminder builds on the children's vocabulary and language structure. For example, she talks about what she and the children are doing, while offering different words and phrases. She promotes their thinking by posing questions such as, 'I wonder what would happen if...?'
- The childminder's curriculum provides a range of interesting and imaginative experiences that stimulate and engage the children. For example, children enthusiastically listen as she explains a sensory printing activity. However, on occasions, more time is needed to plan and organise activities thoroughly so that children are provided with sufficient space and tools to maximise their learning.
- Daily routines are well organised and promote children's physical health and

well-being effectively. For example, children know what to do to reduce germs before they eat. They are accompanied by the childminder who supports them while they wash and dry their hands. However, sometimes, children are not always encouraged to complete simple tasks independently when they are able to do so. For example, the childminder selects food from a serving dish and hands it to children, and squeezes liquid soap from the dispenser for them.

- Children are positive about their learning and concentrate well when activities interest them. For instance, children sit spellbound as they listen at story time to their favourite books. They finish sentences and recognise familiar characters. They are confident to contribute and ask questions.
- The childminder helps children to learn about different people and communities. For example, she provides books and activities to reflect various religious and cultural events throughout the year. She ensures that the children have a broad range of experiences that help them to learn and feel part of the community. For instance, children attend playgroups and other activity groups.
- Children enjoy healthy, balanced and nutritious meals and snacks. These are carefully planned to consider children's dietary needs and preferences. Arrangements for children's rest and sleep are well thought out. The childminder works with parents to ensure that children get the rest they need.
- Children enjoy lots of praise and encouragement from the childminder. She is very attentive and responsive towards the children and acknowledges their achievements. Children take the lead on occasions, and they include the childminder in their role play and share their ideas with her enthusiastically.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of a range of safeguarding issues, including the risks that children may face from radicalisation or domestic violence. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder checks her home each day to remove or minimise any potential hazards.

What does the setting need to do to improve?

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

- focus more precisely on embedding children's independence skills so that children have more opportunities to complete tasks for themselves as part of their daily routines
- increase time spent planning and setting up activities to provide the necessary space and resources to extend the children's learning fully.

Setting details

Unique reference number	EY448241
Local authority	Redbridge
Inspection number	10235815
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	4
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Woodford Green, in the London Borough of Redbridge. She is available to care for children Monday to Friday, throughout the year.

Information about this inspection

Inspector

Julia Crowley

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 have taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.

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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