

# Childminder report

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Inspection date: 16 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive and get involved immediately in play in this warm and nurturing setting. They show that they feel secure with the childminder; they actively look to her as she is sitting close, helping them to make choices as they play together. The childminder has high expectations of what children can achieve over time. She assesses their progress well from the start and knows what they need to learn next. She supports children very well to explore and develop their interests and skills.

The childminder encourages children to talk and share together, inviting each other into their play. Children confidently move around and choose their preferred activities, such as playing with construction, role-play toys or looking at books with the childminder.

Children's emotional well-being is positively promoted as they build strong emotional attachments with the childminder. She supports children with words of encouragement and positive praise. This warm and kind approach helps children behave well and supports their relationships with others. She is a good role model, who encourages children to learn about respecting each other and to ask for things politely. Children show developing confidence and motivation, as they become excited when the childminder introduces new activities. Children develop good levels of independence ready for the next stages in their learning.

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

- The childminder makes regular observations and assessments of children's development and knows the children well. She is clear about how they like to learn and their favourite activities. She plans well for children's interests so that their enjoyment and engagement is made a priority.
- The childminder is calm and attentive, providing a welcoming environment for children of all ages. She places great importance on making sure children feel valued and that they learn to respect similarities and differences in others. She positively promotes children's sense of belonging and emotional well-being and they are confident in her care.
- The childminder has high expectations for children, including those with special educational needs and/or disabilities, so that they make good progress. Children make free choices in their play from a wide variety of resources and interesting opportunities. The childminder has strong relationships with parents and other professionals to quickly identify children's needs. This means that the support that is required to help children make the best progress is can be quickly put in place.
- Cleverly planned comfortable areas in the play area give children the space to sit

and relax and reflect on their feelings. Children learn how to express and understand their feelings through books and coordinated sensory resources.

- The childminder uses the space in her garden well for children to explore outside and develop their physical skills. However, outings that include trips to outdoor spaces for larger physical play and developing social skills are currently less frequent. The childminder plans to develop the provision to include more regular outings within nature and in the community. This is with the knowledge that children benefit highly from these experiences including for social and physical development.
- The childminder has identified training to refresh her knowledge and develop new ideas to extend children's play and well-being. She understands the importance of being reflective of her practice. She has high expectations for her setting, and seeks feedback from other professionals and parents when evaluating the quality of the service she provides. She is aware that further work is required in this aspect to support continuous professional development.
- The childminder suitably promotes healthy practices. She provides fresh fruit, water and milk for snacks, and teaches children to wash their hands before eating. She carefully considers children's special dietary needs, preferences and allergies. This supports children's health and well-being. Children make healthy choices for snack, as they point to the fruit bowl and eagerly choose their favourite fruit.
- Parents speak highly of the childminder and the care their children receive. They appreciate the extra lengths she goes to so that she has a good knowledge of children's individual care and learning needs. Parents comment that they are kept informed regularly about their children's day-to-day activities and progress.

## Safeguarding

The arrangements for safeguarding are effective.

The welfare of children is a priority for the childminder. She keeps her knowledge of following safeguarding and child protection guidance current. She completes regular safeguarding training, and maintains effective links with the local authority to protect children's welfare. The childminder knows what to do if she has a concern about a child, including all notification requirements. The childminder supervises children well. She regularly assesses safety in her home to remove or reduce any risks and keep children safe.

## What does the setting need to do to improve?

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

- continue to use the knowledge gained from professional development effectively to help improve the quality of provision even further
- strengthen the curriculum to maximise the use of outdoor play, to help promote

the learning of children who prefer to learn outside to the highest level.

## Setting details

<b>Unique reference number</b>	2606136
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10263416
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in October 2020. She lives in the London Borough of Redbridge and operates Monday to Friday, from 8am until 6pm, for most of the year.

## Information about this inspection

### Inspector

Catherine Greene

### 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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation, including safeguarding procedures and evidence of relevant training.

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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