

# Childminder report

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Inspection date: 21 February 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 are content and settled in the childminder's care. Their emotional well-being is significantly boosted through the nurturing and close relationships they have developed with the childminder. New children settle in quickly and display they are emotionally secure. Children's communication and language development are well enhanced through the childminder's planned and spontaneous interactive story sessions. This includes for children who speak English as an additional language. The childminder uses vocabulary from the children's home language to help them to learn English. She consistently models and repeats words and phrases and children respond with enthusiasm. As children play, the childminder joins in and talks about what the children are doing and what they want to do next. Furthermore, children hear the childminder sing songs and rhymes throughout the day and they eagerly join in.

Children enjoy lots of individual attention, which helps them to feel safe and secure. Children's behaviour is good and they are learning to share, with the gentle guidance of the childminder. Young children are curious about visitors and keen to involve them in their play, confidently smiling and offering them toys. They happily lead their own learning and make choices about what they want to play with or do. The childminder ensures children have frequent opportunities to get to know their local area and socialise with other children. Children spend a great deal of time outside in local parks in the fresh air, and playgroups and visit the library. All children, including those for whom the childminder receives funding, make good progress from their starting points.

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

- Overall, the childminder's curriculum is based on what she knows about the children and builds on their learning. She carries out regular observations and explains clearly what she wants children to learn next. She plans activities that motivate and excites children to have a go. However, at times, the childminder does not use her observations to plan precisely for the children's next steps as well as she could.
- The childminder actively encourages children's imaginative play. For instance, children thoroughly enjoy playing together in their role play. They pretend to make tea using the play kitchen, filling and emptying teapots.
- The childminder provides a range of resources and experiences that help children to develop a deeper understanding about the world they live in. For example, they take part in celebrating the different cultures from around the world by sharing stories, tasting food, and dressing up.
- The childminder is attentive and very caring. Consequently, children turn to her readily for when they need comfort and cuddles. However, there are times when

the childminder does too much for the children. As a result, children have fewer opportunities to develop their self-help skills during everyday routine activities.

- The childminder helps children to prepare for starting school. For example, she plans activities, so children can practise holding pens and crayons correctly to help to develop their early writing skills. She also skilfully includes discussions about size, numbers and counting as children play with construction.
- The childminder supports children's understanding of a healthy lifestyle very well. Children participate in good hygiene routines and learn about the importance of eating fruits and vegetables, and drinking plenty of water.
- The childminder considers the views of parents and other professionals when reflecting on her practice. She identifies priorities to further improve the learning opportunities for children. For example, she is planning how to change the way resources are stored so that children can make even better choices about what they want to play with.
- Partnerships with parents are well established. Parents speak positively about the childminder. They explain that the childminder has a kind and caring manner with the children. Parents feel their children are well supported individually. Parents are kept informed of their child's progress through frequent discussions and daily text messages.
- The childminder accesses regular training, ensuring she keeps up to date with new developments and further develops her knowledge and skills. This has a positive impact on the quality of care and learning experiences she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to protect children. She has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. The childminder keeps her safeguarding knowledge up to date and knows the local referral procedures to follow if she has a concern about a child. The childminder ensures she carries out thorough risk assessments of her home and when she takes children on outings. The childminder talks to the children about risks as they play, to help them to learn how to keep themselves safe. For example, she encourages older children to learn how to use a child-appropriate knife safely when cutting grapes in small pieces.

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

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

- use what is known about children's next steps to plan more accurately to broaden and extend their learning even further
- develop opportunities for children to learn to do things for themselves and promote their independent learning further.

## Setting details

<b>Unique reference number</b>	2579508
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10262994
<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>	2 to 3
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Ilford in the London Borough of Redbridge. The childminder operates from 8am until 6pm, Monday to Friday, all year round. The childminder holds a relevant early years qualification.

## Information about this inspection

### Inspector

Rubina Nijabat

### 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 provider.
- The childminder showed the inspector the areas used by and discussed how she ensures her home is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's provision and practice with the inspector.

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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Manchester  
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