

# Childminder report

---

Inspection date: 11 May 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	Inadequate
--	------------

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

### **The provision is good**

Children learn joyfully in this setting. The interactions between the childminder and children are warm and nurturing. This helps them to feel happy and safe. Children take part in learning which promotes their understanding of their local community. Many of these experiences take place in a local park. The childminder uses this space to help children to explore and be curious in a natural environment. Children behave well. The childminder sets clear expectations for their good behaviour. Children share resources and encourage others to play with them. They are happily helping each other to notice butterflies and bees. Children are learning to play respectfully with each other.

The learning programme is good. The childminder knows the children well and she plans effectively for their individual learning needs. For instance, some children are using a light box with coloured blocks and shapes to promote learning about the properties of shapes. Other children are using the blocks to build and balance. This demonstrates that children are developing early mathematical concepts in fun and age-appropriate ways.

The childminder liaises with other professionals and parents to ensure that effective strategies are put in place to support children's progress and development.

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

- The childminder provides children with first-hand experiences. For instance, they regularly take part in recycling experiences as they learn to sort recycling materials. This promotes children's understanding of how to look after the environment.
- The childminder helps children to recall past learning. When children notice flowers in the garden, they name some and talk about the ingredients they used to make flower cookies. This gives children confidence to talk about their learning.
- Children show an interest in the lives of local people. Children share their knowledge about a memorial plaque in the neighbourhood. The childminder helps children develop their understanding of compassion in an age-appropriate way.
- The childminder implements a learning programme, which covers the prime learning areas. The childminder's environment allows children to access many resources freely and many are at the children's level. However, at times, the childminder chooses which resources the children should use and completes tasks for them, rather than letting them have a go. This does not further enhance children's growing independence skills.

- Children are moving in a range of different ways; jumping, running, and crawling. They explore the texture of natural resources, such as flowers and grass, with their fingers and hands. They have good opportunities to develop their small- and large-muscle skills.
- Children who speak English as an additional language are being supported effectively. They hear their home language alongside English as they learn through play. For instance, the childminder gathers key words from parents in children's home languages and uses them at times when she speaks with children.
- The childminder supports children's communication skills by extending their vocabulary through discussions and questioning. However, she does not consistently encourage the youngest children to join in with songs and rhymes to develop their speech, language and communication skills even further.
- The childminder reflects on her practice and actively finds ways to improve her knowledge. She has created links with the early years team in her local authority. She evaluates her own training needs and accesses training to further her knowledge and that of her assistant. This helps to continually improve learning outcomes for children.
- Partnerships with parents are strong. Parents appreciate the experiences the children have with the childminder. They notice the progress their children make at the childminder's setting and how this supports children's self-esteem.
- The childminder works closely with parents. She values their views and opinions. She seeks their opinions through surveys. She uses the information to further support children's learning. For instance, she has regular meetings with parents about children's development. This helps parents to have more involvement in their child's early education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities, policies and procedures. She knows how to identify any possible risks to children and who to report any concerns to. The childminder ensures that the environment is secure and safe. The childminder undertakes regular risk assessments to ensure children's safety on outings. On trips, children wear wrist straps with contact details. The childminder teaches children how to keep safe. She gives them clear directions and explains to them how to keep safe, particularly during outings. The induction of the childminder's assistant and individual suitability assessments are complete.

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

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

- strengthen the learning programme to give children more opportunities to

practise and build on their independence

- implement a more effective programme of songs and rhymes to support children's developing speech, language and communication skills.

## Setting details

<b>Unique reference number</b>	EY248621
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10276826
<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>	1 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	20 October 2022

## Information about this early years setting

The childminder registered in 2003. She lives in Hainault, in the London Borough of Redbridge. The childminder holds a childcare qualification at level 3 and works with one assistant. The childminder works Monday to Friday, 7.30am to 6.30pm, including before and after school, all year round.

## Information about this inspection

### Inspector

Anne-Marie Giffits-Walker

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector completed a joint observation together.
- The childminder showed the inspector around the setting and discussed how she ensures that it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector gathered the views of parents through parental surveys.
- The inspector viewed relevant documents as part of the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023