

Childminder report

Inspection date: 26 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form close attachments with the childminder, and they settle easily in her care. Children confidently move around to explore, and they show keen interest in the wide range of resources accessible to them. Children spend a long time playing with resources that they like, and they benefit from interaction with the childminder, which extends their learning. Children develop their social skills well, and they build close friendships with other children. They display high levels of independence as they manage small tasks on their own, such as washing their hands and feeding themselves at mealtimes. In the garden, children enjoy a range of physical activities, where they get to climb, jump and crawl.

The childminder has high expectations of children's behaviour and encourages them to develop positive attitudes to learning. She provides age-appropriate activities, support and reassurance. Children consistently display positive behaviour. For example, they ask politely for resources and wait patiently for their turn to use them. Children develop a strong love for books, and story times are used well to support their learning. For example, they choose a book and listen attentively while the childminder reads to them. They maintain a good dialogue during the discussion with the childminder, and they talk about the characters and pictures in the book.

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

- The childminder observes and assesses children's learning well. She uses this information to plan stimulating activities for them to develop their skills and to prepare them for the next stage in their learning. This helps children to make good progress with their development, and they acquire skills required for school.
- The childminder supports children's communication and language development effectively. For example, she gives clear and simple instructions for them to follow and asks questions to support their understanding and speaking skills. The childminder encourages children to repeat new words to increase their vocabulary.
- The childminder provides good opportunities for children to develop their literacy skills. For example, children practise making marks on the whiteboard to develop their early writing skills. They listen to different stories and make links with their own experiences. When they are developmentally ready, older children begin to learn the sounds of letters.
- The childminder supports children's personal, social and emotional skills effectively. She provides plenty of opportunities for children to carry out tasks independently, to play with other children and to show empathy and kindness to others.

- Children make good use of the physical resources to strengthen their mobility, coordination and balance. For example, they climb and use the slide safely, crawl through the tunnel and jump from one hula hoop to the next while they are placed on the ground.
- Children consistently behave well. They are caring and respectful to others. They use 'please' and 'thank you' at appropriate times. The childminder acts as a good role model for children to copy and learn from her. For example, she addresses them by their name, listens and uses good eye contact when talking to them.
- The childminder works closely with parents to identify children's starting points. She provides them regularly with information about their children's daily experiences and what they need to do next in their learning.
- The childminder considers feedback from children, parents and the local authority childminder coordinator when evaluating the provision. She identifies her strengths, which includes her strong relationships with children and parents. The childminder has addressed previous recommendations and actions effectively. She completes all required training and maintains her professional development well.
- At times, the childminder plans for children to celebrate their cultural events. However, she does not provide opportunities to develop an awareness of different people living in the local community, such as their roles, religions and cultures, to strengthen their understanding of people, cultures and communities.
- The childminder supports children to develop good health by providing nutritious food for them to eat, encouraging them to keep active and enabling them to wash their hands. However, she does not provide opportunities for children to learn about oral health and how to care for their teeth.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is a priority for the childminder. She has a secure understanding of her role to safeguard and protect children in her care. The childminder completes regular risk assessments of her home, and she puts measures in place to ensure children are safe. The childminder shares her safeguarding policies and procedures with parents. She has knowledge of the signs and symptoms of abuse and neglect. The childminder knows that children may be exposed to extreme views and that they are at risk of other types of abuse, such as female genital mutilation, grooming and online abuse. The childminder knows how to report concerns and allegations to the relevant authorities.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about the similarities and differences

of people in the local community

- create opportunities to develop children's understanding of the importance of how to care for their teeth, in order to help them make healthier life choices.

Setting details

Unique reference number	EY488255
Local authority	Redbridge
Inspection number	10264715
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Ilford, in the London Borough of Redbridge. She operates weekdays, from 7am to 7pm, throughout the year.

Information about this inspection

Inspector

Martina Mullings

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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed children, and she spoke with them and the childminder at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder about her partnerships with parents.

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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