

Childminder report

Inspection date: 20 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder ensures that children are relaxed, and they feel happy in her care. She has formed secure attachments with the children. The childminder has high expectations of children's behaviour and is a very good role model to them. She is consistent in praising and encouraging them as they play, which builds on children's self-esteem effectively. In turn, children eagerly follow the childminder's instructions and behave well. The childminder knows children's individual needs very well. This is because she gathers a wealth of information about them before they start.

The childminder plans a range of interesting and fun activities that cover all areas of the curriculum. She monitors children's progress and development and plans for their next steps effectively. She supports children with significant events in their lives that may impact their emotional well-being. Children enjoy listening to stories about the arrival of a new baby and how they will be an older sibling. Children have good opportunities to socialise with other children through planned outings. For instance, they take part in baking sessions at another childminder's home. They also enjoy stories and songs at the library. The childminder provides good opportunities to develop children's understanding of the lives of others and appreciation of diversity. 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?

- The childminder develops children's language and communication skills well. She talks to the children about what they are doing and their personal experiences. The childminder supports children's interest in books and teaches older children to recognise letter sounds and familiar words. She asks children questions to extend their learning. However, in her enthusiasm, she forgets to give children enough time to think through their answers and responses.
- Children are curious and excited to learn. They show a keen interest in exploring outdoors and eagerly explore making marks. They use chalk and large paint brushes with water to make marks and shapes on the garden wall. The childminder supports children's mathematical development equally well. For example, she teaches children to count accurately and recognise and order numbers within their play.
- Children enjoy developing their physical skills as they sing and dance with excitement. They follow the childminder's lead with familiar action songs, such as 'Heads, shoulders, knees and toes. Children giggle with delight as they join in and learn the names of different parts of the body.
- The childminder supports children to develop their self-help skills effectively. For instance, they help to tidy up and put away resources where they belong. They

put on their own shoes and know where to hang up their belongings. Children gain the key skills needed for the next stage in their learning and eventual move on to school.

- Children develop a good understanding of health and personal hygiene. For example, they understand the need to wash their hands before eating and after outdoor play. The childminder provides healthy snacks of fruit and plenty of water to drink. However, the childminder does not always explain why it is important to choose healthy foods, such as fruit, instead of crisps and instant noodles.
- Since the last inspection, the childminder has made some significant improvements in her practice and provision. For example, she has completed training in how to prepare children to be ready for school and how to support children's interests. The childminder has also obtained professional advice to build upon her knowledge and skills. She has reviewed all her risk assessment procedures, including in her garden.
- The childminder builds effective relationships with parents. She shares regular information with them about their children's achievements. This includes regular progress reviews and photographs of the children learning through play. She seeks the views of parents, other professionals and her assistant as part of her self-evaluation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and promotes their welfare. For example, she has accessed training in first aid and child protection. The childminder has a good understanding of the procedures to follow should she have any concerns about the children's welfare. She recognises the possible signs and symptoms of abuse or neglect, including those relating to a wide range of safeguarding issues. The childminder undertakes regular checks of all areas of her home and garden. She uses equipment, such as safety gates and barriers in the garden, to restrict children's access to high-risk areas.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions, developing their language and communication skills even further
- increase the opportunities for children to learn about healthy eating further.

Setting details

Unique reference number	2569310
Local authority	Redbridge
Inspection number	10258735
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 September 2022

Information about this early years setting

The childminder registered in 2020. She lives in Ilford, in the London Borough of Redbridge. She operates Monday to Friday, 7am to 6.30pm, term time only. The childminder holds a Montessori Diploma at level 4 and works with one assistant.

Information about this inspection

Inspector

Rubina Nijabat

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 inspector observed the quality of interactions between the childminder and the children present.
- Parents shared their views about the quality of care and education the childminder provides for their children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed relevant documents as part of the inspection.
- The childminder showed the inspector around her home, including the garden, and discussed how she ensures the areas used by children are safe and suitable.

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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