

Childminder report

Inspection date: 25 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder expertly organises her home. Her home is clean, bright and spacious. Children enjoy plenty of role play, construction, sensory play and craft activities. They choose freely from a range of quality toys and resources. The childminder and her assistant are kind and nurturing. They warmly greet children as they arrive. Children happily separate from their parents to begin their day in her care. The childminder ensures that children settle and feel at home. Children enjoy special moments as they listen to recordings of their parents reading stories. Children quickly get involved in activities and excitedly prepare themselves for outdoor play.

The childminder's curriculum is broad and well thought out. Children learn about the world around them, such as during educational visits to the museum, local park woods and pond. The childminder and her assistant promote children's early mathematical skills at every opportunity. They encourage children to count as they wash their hands and take steps. The childminder's assistant supports older children to recognise and write numbers. The childminder and her assistant impressively develop children's communication skills. They speak to children in Spanish and English as they play and interact with them. Children learn to respond with clear English and short phrases in Spanish.

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

- The childminder and her assistant promote children's developing independence skills very well. Children persist as they chop, slice and peel their fruit at snack time. They wipe their own noses and confidently manage their own toileting needs. The childminder's assistant stands back to allow younger children to attempt putting their own shoes on before offering them her assistance.
- The childminder ensures that children have excellent opportunities to learn to care for living things. Children eagerly help the childminder care for the pet guinea pigs. They plant herbs and vegetables and learn to observe their growth.
- Children behave well and are respectful to one another. Older children know how to support those who are younger. For example, they remind younger children to wait for an adult before going outside to play.
- The childminder and her assistant get to know children well. They demonstrate a good awareness of individual children's dispositions and interests. They use this information effectively when planning activities and offering support for individual children's needs. Therefore, children make good progress across their areas of learning.
- The childminder's assistant asks children open-ended questions to encourage them to investigate. For example, she asks children how they can make their containers heavier during sand play. At other times, she challenges children to

work out how many plates they need for everyone at snack time. However, these opportunities do not consistently promote children's problem-solving skills as she does not give enough time for children to think and test their ideas.

- The childminder promotes children's love of books well. Children's attention is captivated as she introduces big books to them. The childminder extends and challenges children's vocabulary. Children learn to say and understand the meaning of words, such as 'umbilical cord' and 'placenta', as they talk about where babies sit in a 'mummy's tummy'.
- Children play energetically outdoors. The childminder provides opportunities for children to build good balance and coordination. Children enjoy kicking balls, mounting and travelling along climbing equipment. However, they do not have consistent opportunities to learn to take appropriate risks during outdoor play.
- Parents have high regard for the childminder. They describe her as 'a highly sought after childminder'. Parents feel their children make rapid progress in their early literacy development. They say the childminder and her assistants share clearly identified next steps in learning for their children and offer support for children's home learning.
- The childminder attends training and ensures that her assistants know their roles and responsibilities. She provides regular support and training to make sure that their knowledge and skills continue to improve. Her assistant feels she receives helpful support and guidance when needed. The childminder is committed to maintaining a close-knit team. She organises events, such as trips and weekends away, with her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that purposeful risk assessments are in place for the whole environment. Her assistant is confident to explain the correct procedure to follow should there be a concern about an adult working with children. She can explain her knowledge of female genital mutilation and how this must be reported. The childminder ensures that she and her assistants have up-to-date first-aid training. This ensures that they can respond appropriately in the event of a medical emergency. The childminder has high hygiene standards. Children know they must wash their hands after playing, before eating and after helping to care for pets.

What does the setting need to do to improve?

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

- allow children more time to think and test their ideas during problem-solving activities
- increase opportunities for children to take appropriate risks during their outdoor play.

Setting details

Unique reference number	EY493702
Local authority	Redbridge
Inspection number	10303216
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Woodford Green, in the London Borough of Redbridge. The childminder is available to care for children during term time, from 7.30am to 5.30pm, Monday to Friday. She works with three assistants. The childminder holds a level 3 qualification. She offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Olivia Awolola

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a cooking activity with the deputy manager.
- The inspector observed the interactions between the childminder and children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023