

Childminder report

Inspection date: 14 November 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

The childminder is caring and attentive towards children. She provides familiar toys and care routines which contribute to children's sense of belonging. This helps children to form secure attachments with the childminder so that they feel safe, secure and ready to learn. For example, children demonstrate self-assurance as they explore activities and make independent choices. They are confident to examine the electronic toys and keen to investigate the sounds and effects that they create.

The childminder wants all children to achieve highly. She supports them to build on what they know and can do. The childminder helps children to acquire a wide range of practical skills in readiness for the next stages in their learning. For instance, the childminder recognises when babies are ready to start feeding themselves. She provides spoons and offers gentle encouragement. This positive approach helps children to develop their personal care skills well. The childminder has clear boundaries for children's behaviour. She is a good role model and teaches children how to interact positively with others from a young age. Children learn to share and to use gentle hands as they play together. They respond well to the childminder's consistent guidance and their behaviour is good.

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

- The childminder observes children and assesses their development regularly to help her to promote their continual progress. She identifies any gaps in children's learning and offers targeted support. For instance, where children need help to develop their speech, the childminder encourages them to practise talking and making sounds, such as through stories and songs.
- The childminder values her partnerships with parents. She regularly shares information about children's development so that they can support their progress together. Parents appreciate the love and care that the childminder provides for their children, which helps to nurture children's confidence and self-esteem.
- The childminder offers activities which are appropriate and enjoyable for children. In general, she supports their learning well. For example, the childminder teaches children the names of different animals and vehicles as they play. However, the childminder does not always recognise and respond to children's emerging interests and fascinations, to further extend their learning.
- Children benefit from the childminder's reassuring guidance, which helps to foster their positive attitudes to learning. For instance, children are drawn to the brightly coloured bricks and enjoy lining them up. The childminder demonstrates how children can also join the bricks together and encourages them to have a try. This helps children to feel confident about approaching new experiences and challenges.

- Overall, the childminder provides a broad curriculum to support children's all-round learning and development. This includes opportunities for children to explore the world around them, such as through outdoor play and trips within their local community. However, the childminder does not consistently help children to convey their thoughts and ideas through expressive arts and design.
- The childminder ensures that children can access books independently and makes time during the daily routines to read with them. This helps to promote children's interest in books and literacy. For instance, babies are eager to explore interactive books with the childminder. They are captivated by the pictures and textures and remain highly engaged as the childminder reads.
- The childminder understands the importance of healthy lifestyles for children to promote their overall well-being and development. She supports children to be physically active, learn good hygiene routines and make healthy choices about what they eat. Children respond positively to the childminder's guidance. For example, they ask if they can have fresh fruit for their snacks.
- The childminder keeps all mandatory training up to date to help her to keep children safe and well. She reflects on her professional skills to identify where she can improve her knowledge further. For instance, the childminder recognises that she can develop her understanding of supporting children with special educational needs and/or disabilities. Therefore, she has sought further training to strengthen this area of her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She is knowledgeable about the signs and risks of child abuse and knows who to report to if she is concerned about a child's welfare. The childminder understands the procedures to follow if there is an allegation made about her or a member of her household. She has robust policies and procedures in place to support her practice. For example, the childminder ensures that children's food requirements are recorded and carefully managed. She carries out thorough checks of her premises to make sure that they are safe and secure for children.

What does the setting need to do to improve?

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

- give greater consideration to children's individual interests and fascinations, to provide learning experiences which fully motivate children and extend their learning
- enrich the curriculum for expressive arts and design, to give children a wider range of experiences which promote their creativity and self-expression.

Setting details

Unique reference number	EY461929
Local authority	Redbridge
Inspection number	10308412
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 March 2018

Information about this early years setting

The childminder registered in 2013. She lives in Clayhall, within the London Borough of Redbridge. The childminder operates her service during term time, from 9am to 6pm, Monday to Friday. She has a childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Crawford

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 showed the inspector around the areas of her home used for childminding. She explained her early years curriculum for children.
- The inspector observed a range of play activities and interactions between the childminder and children to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documentation was available for the inspector to view.
- The inspector took account of parents' views from their written feedback. She also observed and spoke to children, to help assess their views and experiences of the setting.

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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