

Childminder report

Inspection date: 26 January 2024

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 provides children with plenty of care and attention. He is dedicated and enthusiastic, which ensures that children thrive and feel a sense of belonging. The childminder provides a well-organised and stimulating environment. This aids children's development in all areas of the curriculum. He provides activities that build upon children's interests and individual needs. The childminder interacts positively with children and supports their communication skilfully. For example, he speaks clearly and listens to children attentively, which helps children to become confident talkers. The childminder also plays a vital role in developing toddlers' balance and muscle dexterity through fun games that involve reaching, stretching and catching balloons and balls.

Children's behaviour is very good because the childminder is consistent in making expectations clear. The childminder is adept at reading a variety of age-appropriate stories. He involves the children with the use of props, which helps to enhance their imaginations. Older children actively participate in the storytelling as they eagerly anticipate what will happen next. Children confidently sequence, count objects, and learn how a story unfolds. They repeat phrases, such as 'In the light of the moon', as they assist in building a familiar story with props on a storyboard. Children show that they are happy and settled. All children make good progress in the skills they need for future learning.

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

- The childminder demonstrates a secure understanding of the children's abilities and identifies areas where they can be challenged to enhance their learning. The childminder and his co-minder offer individual support to each child to help them progress towards their next learning goals. Regular assessments and observations track the children's progress. This is then used to inform planning based on the children's interests. All children, including those who receive funded early education, make good progress from their starting points.
- The childminder provides toddlers with opportunities to practise their hand-to-eye coordination by engaging them with stacking toys. He introduces early mathematical concepts by counting as they stack the different-sized cups and name the colours of the cups. Toddlers eagerly snuggle up to the childminder to look through sensory books, and they often seek him out when he is out of sight. The childminder's good-quality interactions during children's activities help them make significant progress in their overall development.
- Children have formed close and affectionate bonds with the kind and caring childminder and his co-childminder. Children spend their time smiling and giggling, enjoying the praise and encouragement from the childminders. This positive reinforcement helps to boost children's self-esteem and confidence as

they learn and explore independently. Overall, children are safe, happy and motivated to learn under the watchful eye of the childminder and his co-childminder.

- Toddlers' home routines are closely followed by the childminder, such as changes in their sleep routines. This promotes their emotional and physical well-being. Older children develop good levels of independence and try to do things for themselves. For instance, they help with self-care routines and put on their own shoes and coats. Children enjoy a healthy lifestyle and develop a secure understanding of good procedures for personal hygiene.
- The childminder's plans include a range of outings that are aimed to enhance the physical and social experiences of the children. Children get the opportunity to develop an understanding of their local environment, where they enjoy visiting local playgroups, libraries and woodlands to feed the ducks. Older children confidently recollect their experience of feeding the ducks as they explore with sensory resources such as feathers and pine cones.
- The childminder promotes effective partnerships with parents, who are very happy with the care offered for their children. However, he does not consistently communicate with other settings that children attend, resulting in missed opportunities to share important information.
- The childminder engages in regular self-evaluation of his practice and identifies areas for improvement. For instance, to ensure good outcomes for children, the childminder has revised the methods of recording and monitoring children's attendance. The childminder regularly completes mandatory training, but he has not identified professional development opportunities to enhance his good knowledge and teaching further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- identify professional development opportunities to enhance the existing good knowledge and teaching further
- establish partnerships with other settings that children attend and share information about children's development to provide continuity in their care, learning and development.

Setting details

Unique reference number	EY404747
Local authority	Redbridge
Inspection number	10308302
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 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	19 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in Chadwell Heath, in the London Borough of Redbridge. He works with his wife, who is also a registered childminder. The childminder holds a relevant childcare qualification at level 3. He operates all year round, from 7am until 6pm, on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rubina Nijabat

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how they ensure they 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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