

Childminder report

Inspection date: 6 March 2024

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 spends time getting to know individual children. She finds out about their home lives and uses this to plan activities that they find fun and interesting. Children are relaxed in the childminder's warm and nurturing home. They explore freely and select activities that they are interested in. Children understand the familiar routine and listen to the childminder. The children follow instructions and use their manners. They behave very well.

The childminder teaches children that following the rules in her home keeps them safe. For example, she shows children how to tidy up after themselves. Children know that putting their toys away helps them to minimise risk. The childminder teaches children about healthy lifestyles. She shows them which foods are good for them and encourages them to drink water. Children learn to make healthy choices.

The childminder has high expectations of children's learning. She plans activities that extend children's existing knowledge and skills. For example, children learn to count coins and recognise them. They play shops with the childminder and gain knowledge of larger and smaller amounts. Children are engaged and excited to learn. They are inspired to share what they know and can do. Children's attitudes to learning are good.

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

- The childminder finds out what children know and can do. She plans a robust curriculum to enhance children's learning. For example, when children start to enjoy mark making, the childminder encourages children to understand that marks have meaning. Children take pride in writing their name and making marks on paper. Children are well prepared for the next stage of their education.
- The childminder understands that children may have gaps in their learning. In particular, the childminder recognises the impact that the COVID-19 pandemic has had on children's social and emotional development. The childminder plans opportunities for children to socialise with others in a range of settings. Children develop social skills rapidly. They learn to play alongside others.
- The childminder supports parents to access external support when required. When children need additional help with an area of learning, the childminder works with professionals. The childminder knows it is important to understand the individual learning requirements of all children. Children with special educational needs and/or disabilities are well supported.
- The childminder supports children's language development. She has a strong understanding of how children learn new words. The childminder teaches children new vocabulary by checking their understanding of meaning. She patiently introduces and repeats new words. Children develop fluency and

confidence when speaking and make good progress in their language development.

- The childminder understands that it is important for children to do things for themselves. However, she sometimes steps in to help children without encouraging them to have a go on their own. Children do not always develop independence skills at the highest levels.
- Parent partnerships are strong. Parents say that children are excited to tell them about their day. They notice that children gain confidence and a passion for learning. They report that the information they receive helps them to extend their children's learning at home.
- The childminder teaches children about differences. They explore foods from other countries and celebrate festivals from around the world. Children share their different home backgrounds with others. Children learn to be tolerant and respectful of others. They are excited to celebrate what makes them unique and share their experiences.
- The childminder teaches children clear rules and expectations in her setting. She encourages children to express their feelings and be sensitive of the feelings of others. Children feel safe and relaxed. They listen to the childminder and behave well.
- The childminder is reflective of her practice. However, she does not always closely link professional development opportunities to the needs of individual children. The quality of her teaching does not always continue to improve at the highest levels.

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:

- build on good practice to further support children to do things for themselves and gain independence skills at the highest levels
- further develop opportunities for professional development to help the quality of teaching continue to improve over time.

Setting details

Unique reference number	EY221573
Local authority	Redbridge
Inspection number	10308116
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	4 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2002. She lives in Ilford, in the London Borough of Redbridge. She provides care from Monday to Friday, from 7am to 6pm, for most of the year. The childminder holds a childcare qualification at level 2. The childminder offers funded early years education to children aged two, three and four years of age.

Information about this inspection

Inspector
Kate Daurge

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2024