

Childminder report

Inspection date: 12 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely secure and settled in the childminder's welcoming home. They demonstrate their warm relationships with her, as they chat confidently and include her in their play. Children display their trust in the childminder as she supports them to try different varieties of fruit. They soon overcome their doubts, and explore the new textures and flavours with interest and enjoyment.

Children respond positively to the childminder's high expectations. They behave well and are very motivated to learn. Children concentrate intently on activities and enjoy challenges, such as completing a jigsaw puzzle or finding the right key to open a lock. Children are keen to learn about other people and communities. They explore what it is like to be a doctor, patient or ambulance driver in their pretend hospital. Children practise using new words and skills as they apply bandages and pretend to give medicine to the dolls.

Children are confident and enjoy being independent. They show satisfaction in completing tasks, such as putting on their coats and shoes by themselves. Children receive lots of praise for their successes and develop a good sense of self-esteem. They make good developmental progress towards the next stages in their learning.

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

- The childminder develops excellent relationships with parents and with staff at schools and nurseries that children also attend. This strong partnership working provides good support for children during settling-in periods and promotes continuity in their learning.
- The childminder plans a broad curriculum, which supports all areas of children's learning well. She plans activities to reflect children's interests and complement what they learn at school. Children consistently build on their existing knowledge and have lots of opportunities to practise new skills.
- The qualified childminder is strongly committed to her continuous professional development. She has undertaken a wide range of short courses since registering and enthusiastically puts into practice what she has learned. For example, training on 'in the moment planning' has helped the childminder to support children's learning spontaneously during their play.
- The childminder promotes children's language and communication skills well. She encourages lively and interesting conversations, to support children's speaking and listening. During stories, the childminder emphasises new words and explains their meanings. This helps children to develop good vocabularies.
- Children who might need additional support are identified quickly and plans are put in place to help them to achieve. The childminder works closely with parents to ensure that children receive the extra support they need.

- Children enthusiastically practise new skills and are eager to build on their interests. For example, children confidently articulate their ideas about camping as they play in the childminder's tepee. They develop their knowledge as they look at a book about camping. Children display great imaginations in their role play as they explore and express what they have learned.
- The childminder helps children to learn about their physical needs and to enjoy healthy lifestyles. Children brush their teeth after breakfast each morning and wash their hands regularly, to help stop the spread of germs. The childminder provides healthy home-cooked meals and motivates children to stay active throughout the day.
- The childminder continuously reflects on her practice to help her to enhance her service and the outcomes for children. For instance, she has recognised that some older children need to 'burn off some energy' after sitting for long periods at school. She takes them to a nearby green space on the way home, where they enjoy sports and vigorous exercise. The childminder says that this enhances children's physical and emotional well-being.
- Children listen to the childminder and enjoy playing together. The childminder provides consistent and gentle guidance to help children to understand her expectations, such as sharing resources. However, when children have disagreements, the childminder quickly intervenes and tells them what to do. This does not help children to solve problems and regulate their behaviour independently.
- Parents give very positive feedback on the childminder's service. They state that children 'love coming to the childminder's' and comment that the childminder is 'kind, approachable and incredibly caring'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training, to maintain a secure understanding of safeguarding matters. This includes broader issues, such as the risks to children from extreme views and radicalisation. The childminder knows the signs of abuse and neglect and what to do, should she become concerned about a child's welfare. She knows the procedures she must follow if an allegation is made about her or a member of her household. The childminder's home is clean and well organised, and she uses risk assessments effectively to help keep children safe.

What does the setting need to do to improve?

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

- allow opportunities for children to solve disputes and disagreements independently, to help them learn to moderate their own behaviour.

Setting details

Unique reference number	2508251
Local authority	Redbridge
Inspection number	10191716
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	3 to 10
Total number of places	4
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in South Woodford within the London Borough of Redbridge. The childminder operates between 7.30am to 5.30pm, Monday to Friday during term time. She provides early funded education for three-year-old children.

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 her evaluation of the childminder.
- The childminder showed the inspector around the areas she uses for childminding. She discussed the curriculum and how the setting is organised.
- The inspector observed a range of learning experiences, and evaluated the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback, and observed and spoke to children, to find out about their experiences with the childminder.
- A range of documents, including the childminder's paediatric first-aid certificate and safeguarding policies were reviewed by the inspector.

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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