

Childminder report

Inspection date: 21 September 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 form positive relationships with the childminder and her assistant. They show that they feel happy and secure in their care. Children frequently laugh and smile. They also approach new activities with interest and enthusiasm. The childminder and her assistant are good role models. They have high expectations for children's learning and behaviour. They frequently acknowledge children's efforts and ideas and give them lots of encouragement. This helps to build children's confidence and supports them to understand the boundaries at the setting.

Children are very independent. They enjoy making choices about their play. They also like setting up for snack time and washing up their own cups and plates when they have finished eating. Children respond very well to these responsibilities and show good levels of emotional well-being.

Children enjoy accessing a good range of activities to support their learning. They particularly enjoy searching for bugs in the soil. The childminder and her assistant support the children's curiosity effectively. For instance, they introduce new language and support them to discuss the texture of the soil and what happens when water is added. Children also like making predictions about which natural objects will sink and float. This helps to develop their thinking skills and extends their knowledge of the wider world.

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

- The childminder has a clear vision for the setting and works in good partnership with her assistant. They plan a broad range of experiences to support children's interest in learning and to help to develop their new skills. They closely monitor children's progress and plan appropriate next steps to help to close any gaps in their learning. Children make good progress during their time at the setting.
- There is good focus on supporting children's mathematical skills. For instance, the childminder and her assistant support children to explore a variety of shapes, colours and sizes when playing with wooden blocks. They also teach them the difference between 2D and 3D shapes and how patterns are made. This helps children gain awareness of different mathematical concepts in a fun way.
- Children hear lots of language as they play. The childminder and her assistant frequently initiate conversations and effectively ask children questions about their knowledge and opinions. Children also develop a love of reading and learning facts from books. This helps to develop their early literacy and communication skills.
- Children have good opportunities to develop their social skills and experience the

wider community. For instance, they frequently attend local playgroups and the local library. This supports them to develop new relationships and broadens their experience of the world.

- The childminder supports children's physical skills well. For instance, children frequently visit the local park and also play on slides and climbing equipment in the childminder's garden. This helps children to stay active and builds their stamina and co-ordination.
- The childminder and her assistant value children as individuals. They organise a range of events to celebrate children's unique cultural backgrounds and heritage. This helps to create mutual respect and helps children to understand about their similarities and differences.
- The childminder regularly reflects on the strengths of the setting and evaluates the quality of her assistant's work. She also keeps all mandatory training up to date. Despite this, professional development is not sharply focused in order to raise the quality of education to the very highest level.
- Children have daily opportunities to play outdoors which supports their overall health and well-being effectively. However, the childminder does not always plan her outdoor spaces to fully maximise children's opportunities for learning and discovery.
- Parents' written views express good levels of satisfaction with the service. For instance, parents state that their children are happy, enjoy attending and are making good progress.
- Children play very well together. The childminder and her assistant provide good support to help them to develop their listening, sharing and turn-taking skills. They create a calm and welcoming atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant engage in regular safeguarding training and have ongoing discussions to keep their knowledge up to date. They confidently discuss the importance of knowing children and their families and the possible indicators that may suggest a child's welfare is being compromised. They also understand the procedures to follow to seek additional help to protect children's safety. The childminder and her assistant complete first-aid training. This helps them to have up to date knowledge to respond appropriately in a medical emergency if one was to arise. They also carry out risk assessments of the setting to identify any potential risks and to make sure toys and resources are safe and suitable.

What does the setting need to do to improve?

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

- strengthen professional development opportunities in order to raise the quality of education to the very highest level
- build on opportunities and the resources available to enhance children's learning outdoors.

Setting details

Unique reference number	2539458
Local authority	Redbridge
Inspection number	10215316
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Wanstead, in the London Borough of Redbridge. She cares for children Monday to Friday, from 7:45am until 6pm, throughout most of the year. The childminder has a level 3 childcare qualification and also works with an assistant. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Mckenzie

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 provider and has taken that into account in her evaluation of the provision.
- The inspector carried out a number of observations of the children at play and assessed the quality of education.
- The inspector held a number of discussions with the childminder and her assistant about the learning intentions of the activities and how they keep the children safe.
- Parents' and children's written views were considered during the inspection.
- A range of documentation was viewed, such as suitability evidence and training certificates.

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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