

Childminder report

Inspection date: 24 June 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 show good levels of confidence and self-esteem. All children develop affectionate relationships with the childminder, and they show they feel safe and secure in her care. Children thoroughly enjoy the variety of activities that encourage learning. The childminder and her co-childminder understand how children learn and develop, and provide them with a stimulating learning environment. For example, they plan group activities that encourage children to share and take turns. Children enjoy listening to stories and the childminder skilfully captures and maintains their attention. The childminder uses expression in her voice as she reads. She invites older children to look at the pictures and predict what might happen next. This supports children's developing speech and language skills well. With the childminder's support, older children learn to recognise and write their own names as they make marks with crayons.

The childminder consistently praises the children, which helps to promote their confidence and emotional well-being. Consequently, children behave very well. For instance, they show care and consideration for others and older children eagerly invite others to join in their play. Children enjoy watering plants in the garden and offer their watering cans to their friends to have a go. The childminder joins in and teaches children what plants need to grow and thrive. Children develop a positive attitude to people's differences through discussion, stories, and resources. They take part in celebrating festivals of different faiths and learn about the customs and beliefs of others. The childminder successfully provides a lot of experiences that prepare children for their future learning.

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

- The childminder is experienced and knows each child's individual needs and interests. She uses information from parents and her observations of children's play to identify children's next steps in learning. The childminder and her co-childminder plan a wide range of opportunities that helps children build on what they already know and can do. The childminder's teaching is of a good standard. She understands how and when to interact with children to move their learning forward. As a result, all children, including those in receipt of funding, make good progress.
- The childminder plays alongside children and asks relevant questions to build on their interest. However, she does not always allow them enough time to think through their ideas and respond. This said, the childminder, introduces and models language as children play. For example, children develop good imaginative skills as they pretend to eat with chopsticks and repeat words such as 'mushrooms' and 'shrimps'. Children become deeply engaged and highly motivated to learn as they buy and sell food in the role-play shop.

- Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise and experience daily outdoor play in the garden. Children also have regular outings to places, such as walks in the local woods, the park, and local shops. Children develop their hand-to-eye coordination and mathematical counting skills effectively as they use fishing rods to hook and catch fish. Through play and routine activities, children equally learn good attitudes toward hygiene, such as keeping their teeth clean. In addition, meals and snacks provided for the children are extremely healthy and nutritious.
- The childminder has good, close relationships with the children's parents. She also work effectively with other professionals to ensure she gains advice to help children to make the best progress. Parents speak highly of the childminder and her co-childminder. They comment on how happy their children are to attend and the accurate feedback they provide about their children's daily experiences.
- The childminder reflects on her practice and values the views of parents and her co-childminder in this process. She identifies areas for development, which results in continuous improvement in children's experiences. However, although the childminder has completed recent safeguarding training, she has not developed a plan to continually improve her professional knowledge, aimed at achieving the highest practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of child protection issues are secure. She knows about the potential signs and symptoms of abuse and confidently describes appropriate reporting procedures. The childminder gives high priority to maintaining a safe and secure environment for children. She ensures her home is clean, safe and assess everything that the children come into contact with. This helps the childminder minimise hazards and accidents indoors and out.

What does the setting need to do to improve?

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

- provide children with more time and encouragement to respond to questions and think through their ideas, to extend their learning even further
- identify professional development opportunities to further enhance the existing good knowledge and teaching.

Setting details

Unique reference number	2550806
Local authority	Redbridge
Inspection number	10221575
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered 2019. She lives in Woodford Green within the Borough of Redbridge. The childminder provides care on weekdays, all year round. She works with her daughter, who is a registered childminder.

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 pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector spoke to parents and reviewed parents' written feedback made available during the inspection and took account of their views.

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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