

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

All children develop well under the support and care of the childminder and her co-childminder. Children are confident and settle quickly into familiar routines. This helps to support children's emotional well-being effectively. Children play happily together and are beginning to consider each other's feelings. This is because the childminder's calm and understanding nature fosters children's good behaviour. Children listen to the childminder and follow instructions eagerly. For example, children develop their creativity and engage in role-play activities with delight. Children pretend to buy and sell food, supported by the childminder who encourages them to talk about healthy choices. Children play cooperatively with their friends and develop good mathematical language. For instance, they count the items of food in their shopping basket and pay with play money. Children also enjoy making marks using crayons, which helps to develop their early writing skills. This helps prepare children for their next stage of learning and eventual move on to nursery and school.

The childminder and her co-childminder involve children in activities that help them to recognise and respect people's differences. A wealth of photos in the children's folders show evidence of how children learn about their own families and others. Children have good opportunities to learn about the diverse world they live in.

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

- The childminder and her co-childminder know the children's individual needs very well. They work together to plan and monitor children's learning and development effectively. Detailed assessment and photographic evidence show children engage in many activities across all areas of learning. All children, including those in receipt of funding, make good progress from their starting points.
- Children learn about the benefits of health and hygiene practices. They are encouraged to be independent during some daily routines. However, opportunities to develop children's independence even further, for example as they play or have their meals, are not as consistent. This said, children learn much about healthy foods from routines and planned activities. Older children describe fruits and use words such as 'furry', 'slimy', 'crunchy' and 'soft'. They enjoy eating a variety of fruits and vegetables, which they can identify.
- Children develop good communication skills and make their needs known to the childminder. They enjoy books and stories in different environments, which includes listening to stories in the garden. Both older children and toddlers have the confidence to talk to visitors and talk about what they are doing. Toddlers delight in exploring interactive toys and moving toy vehicles when they press levers. This helps them to build on their natural exploratory instinct and learn

through their senses.

- Children benefit from plenty of fresh air and love playing outdoors in the childminder's garden. For example, children use wheeled toys, play with balls and climb on apparatuses. The childminder also plans a good range of activities that include outings to the local area to engage children's interests. For instance, children visit the farm and local shops to buy food as part of their healthy eating theme.
- The childminder and her co-childminder are positive role models. They talk to children affectionately and with respect. Children have close, nurturing attachments with the childminder and co-childminder and enjoy their company very much. The childminder has a good understanding of children's individual care needs. For example, she knows when children are tired and need a rest or when they require a nappy change.
- Partnerships with parents and other professionals are maintained effectively. Parents are kept well informed about their child's learning and development and encouraged to promote this further at home. The childminder regularly reflects on her practice and includes the views of parents and her co-childminders in this process. The childminder completes regular mandatory training. However, she has yet to focus sufficiently on raising the quality of practice even further when planning her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about the procedure to follow in the event of any child protection concerns. The childminder knows what to do in the event of an allegation being made against her or her co-childminder. They regularly access safeguarding training to improve their skills and knowledge. The childminder ensures all required records are in place, well organised and completed accurately to fully promote children's well-being. All this helps to protect children from harm. In addition, the childminder carries out comprehensive risk assessments to provide a safe environment for children to play, both in the home and in a nursery outbuilding.

What does the setting need to do to improve?

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

- ensure all opportunities to develop children's independence as they play are fully explored
- build on professional development plans to raise the quality of practice and teaching further.

Setting details

Unique reference number	2550833
Local authority	Redbridge
Inspection number	10221577
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 in 2019. She lives in Woodford Green, in the London Borough of Redbridge. The childminder works with her mother, who is also a registered childminder. She operates weekdays, from 7.30am to 5.30pm, all year round.

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 inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed the quality of teaching during activities indoors and in the garden and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector observed an activity and evaluated this with the childminder.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent.

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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