

# Childminder report

---

Inspection date: 1 February 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children show that they feel very welcome and comfortable in the childminder's home. They are confident to make choices from the resources and ask for what they need. The childminder is kind and nurturing. This helps children to build secure bonds with her. They seek her out for reassurance and are keen for her to join in with their games. Children enjoy playing together and develop good friendships with their peers.

Children demonstrate positive attitudes to their play and learning. They receive lots of praise and encouragement from the childminder. This boosts their self-esteem and gives them confidence to try out new activities. For instance, with the childminder's support, toddlers overcome their apprehension about 'messy play' activities. This allows them to use materials such as paint and water to develop their skills and knowledge.

The childminder has high expectations for all children. She provides a range of engaging learning opportunities that help children to develop the skills required for their future learning. For instance, the childminder makes story times fun and interesting. This helps children to develop their attention and listening skills. They learn new vocabulary and become confident to express themselves during discussions.

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

- The childminder is professional and enthusiastic about her role. She describes how she reviews her provision and makes positive improvements to enhance children's learning and enjoyment. For instance, she plans to introduce a 'mud kitchen' to broaden children's learning experiences outdoors. The childminder provides support, supervision and training to help her assistant build on her professional skills.
- The partnerships with parents are strong. Parents describe how kind and nurturing the childminder is towards the children. They are happy with her service and the quality of care. The childminder ensures that there is a constant exchange of information about children's care and learning needs, to ensure good consistency between her setting and home.
- The childminder has a clear idea of what she wants children to learn and offers a varied curriculum. During children's self-led play, she provides effective support for their individual interests and development. However, at times, the activities she plans are too ambitious for younger children. Therefore, babies and toddlers are unable to explore these at their own level of development and miss out on the learning opportunities. Despite this, all children make good progress.
- Children are confident to lead their own play and concentrate well on activities

that they choose. For instance, babies learn about shapes and sizes as they attempt to fit objects into cups. They focus intently and show good perseverance.

- The childminder ensures that children have lots of opportunities to practise speaking and listening throughout the day. For instance, she reads with children and initiates songs and discussions. Consequently, children develop broad vocabularies and learn to express themselves confidently. This includes children who speak English as an additional language.
- Children develop a keen interest in books to support their early language and literacy skills. They listen intently as the childminder reads to them. Babies and toddlers point to familiar pictures and begin to imitate words and sounds. Older children confidently recall the characters and themes from their favourite books and use these to enhance their imaginative play.
- The childminder is a positive role model. She teaches children how to become sociable and well mannered. Children learn how to get on well with their peers and generally play together harmoniously. However, on occasions when children do have occasional disagreements, the childminder could do more to help them explore their feelings and the impact of their behaviour.
- Children learn the importance of leading healthy and active lifestyles. They enjoy daily outdoor play with lots of opportunities to develop their large-muscle movements. The childminder provides healthy snacks during the day and cooks nutritious hot meals. She encourages children to sample a range of food and speaks to them about the benefits of healthy eating. This enables children to develop a good understanding of what fuels their bodies and how to take care of them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding issues. She knows the signs of abuse and the procedures to follow should she have concerns about a child's welfare. The childminder ensures that the required suitability checks are completed for her assistant. She provides guidance and training to help her understand her safeguarding role. The childminder knows what to do if there are concerns or allegations made about her, her assistant or a household member. She assesses risks effectively to help keep children safe in her home and when on outings.

## What does the setting need to do to improve?

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

- ensure the needs and interest of younger children are more consistently considered and catered for when planning and implementing the curriculum

- provide more support to help children understand their feelings and the impact of their actions on others.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2566736                                                                           |
| <b>Local authority</b>                             | Redbridge                                                                         |
| <b>Inspection number</b>                           | 10250839                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She lives in South Woodford, in the London Borough of Redbridge. The childminder offers her service from 7.30am to 5.30pm, Monday to Friday, throughout most of the year. She has a level 3 childcare qualification. The childminder usually works with an assistant.

## 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 provider and has taken this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view. She explained how she supervises, trains and supports her assistant.
- The inspector took account of parents' written feedback. She also observed and spoke to children, to find out about their experiences with the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023