

Childminder report

Inspection date: 24 July 2025

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

The childminder provides a safe and welcoming learning environment. Her kind and sensitive interactions foster children's emotional security and enable them to build strong attachments. Children show that they feel happy and settled as they chat comfortably to the childminder and eagerly take part in activities. The childminder supports children's behaviour very well. She ensures that consistent routines and high expectations underpin her practice, therefore children understand what is expected of them. The childminder models how to treat others with respect and explains the impact of unkind behaviours. This helps children to consider the feelings of others and begin to regulate their own behaviour.

The childminder provides an ambitious curriculum, which enables children to build on what they know and can do. She encourages children to manage their own personal care needs, such as putting on their shoes and pouring a drink of water. This sets them up well for starting nursery or school. The childminder places a very strong focus on developing children's communications skills. For instance, she introduces them to a broad range of songs and books, which helps them to hear and learn new words. Children speak confidently and demonstrate impressive vocabularies. For instance, as children mix paint, they describe new colours they have created, such as 'peachy pink' and 'maroon'.

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

- The childminder has a secure understanding of how young children learn. She gathers meaningful information from parents and carers and uses ongoing observations to accurately assess children's development. This enables her to identify what children need to learn next and where they may need additional support. The childminder provides targeted activities to help children to achieve and make good progress in their learning.
- The childminder promotes children's enjoyment of literature. She selects books, songs and rhymes that tie in with children's interests and uses these as the basis for activities to extend their learning. For example, children love to dress up in 'butterfly wings'. Therefore, the childminder reads a book about a hungry caterpillar with them. She teaches children about the life cycle of butterflies and encourages them to reflect on healthy eating.
- The childminder puts a lot of effort into delivering exciting and stimulating activities for children. However, she does not give as much consideration to the time and resources she provides for children's independent learning. This reduces children's opportunities to explore and develop their own ideas.
- The childminder supports children's behaviour with kindness and sensitivity. She teaches them to recognise emotions and make links between their behaviour and feelings. Children learn that positive behaviour, such as being kind and

helpful, leads to feelings of happiness and success. Therefore, children are generally keen to do their best.

- The childminder takes children on regular outings within the community, such as to the local library, parks, woodlands and museums. She uses these outings to give children new experiences and to introduce them to different environments. This helps children to broaden their understanding of the world and develop confidence in different social situations.
- The childminder ensures that children are physically active and play outdoors each day. She provides nutritious meals and snacks and talks to them about the benefits of healthy eating. The childminder teaches children good hygiene routines, including how to use the toilet and wash their hands independently. This supports children to develop healthy lifestyle habits.
- The childminder accesses a wide variety of professional development to enhance her practice. She has attended training to help her to support children who are reluctant to try different food. The childminder implements new ideas into her practice, such as using food for children's sensory play. She explains how this encourages children to sample a broader range of food types and textures, which contributes to a balanced and healthy diet.
- The childminder builds strong and supportive partnerships with parents. She ensures that they are kept fully informed of their children's daily experiences with her. The childminder talks to parents about children's development and next steps in learning, so that they can support these together. Parents are highly complimentary about the care, education and experiences that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give more consideration to children's self-led play, to ensure that they have time and resources to explore and develop their own ideas.

Setting details

Unique reference number	2736959
Local authority	Redbridge
Inspection number	10399934
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wanstead Village in the London Borough of Redbridge. She operates her childminding service all year round, Wednesday to Friday, from 8am to 6pm, except for bank holidays and family holidays. The childminder offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises the provision to support children's care and learning needs.
- The inspector observed the quality of education provided and assessed the impact that this has on children's learning.
- The inspector considered parents' views from their written feedback. She also observed and spoke to children, to find out about their experiences in the setting.
- The childminder discussed how she manages her provision and ensured that relevant documentation was available for the inspector to view.

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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