

Childminder report

Inspection date:

21 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides children with a home-from-home setting. Children are happy and eager to attend the childminder's home after a busy day at school. They chat with their friends about their day and settle into varied activities that have been set out for them to meet their interests. The childminder and her assistant help children to wait and take turns. For example, during a mealtime, children waited patiently for the cheese to sprinkle on their food. The childminder and her assistant clearly explain to children how to share, using age-appropriate language. Consequently, children behave well and respond attentively. Children are polite and considerate of one another. For example, a leader is nominated to go around with the 'menu of the day' and tick the foods requested by their friends. Children receive plenty of praise and encouragement. They enjoy their time at the setting. The childminder and her assistant help them to feel safe and provide them with reassurance. There are strong partnerships with parents to support the needs of their children. Children show good levels of self-esteem and confidence. However, on occasions, opportunities are missed to promote their independence.

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

- The childminder and her assistant create a stimulating environment for children to relax and socialise. Children are able to play without disruption from others. They focus well on their chosen activity and complete it before moving on to others. Children respond well to familiar routines. For instance, when they arrive, they remove their coats and shoes and store them in the correct place. However, there are times when the childminder and her assistant do things for the children, such as wiping their faces and pouring their drinks, which means opportunities are missed to promote their independence.
- The childminder and her assistant foster strong partnerships with parents. They hold regular informal conversations with parents at the end of the day. Parents are made to feel welcome on arrival and they are comfortable to ask questions. Children with medical needs are supported effectively. Parents state that they are very happy with the care that their children receive, and that their children are keen to attend.
- Children form close attachments to the childminder and her assistant. They feel secure in their presence and invite them to join in their play. Children work with the childminder to establish rules at the setting, which helps them to understand the standards of behaviour expected from them. Children behave very well.
- The childminder and her assistant help children to develop an awareness of technology. They support children's understanding of online safety through age-appropriate discussions, which reinforces the learning they receive at school. They hold regular discussions about how they keep themselves safe online.

Children are required to leave their mobile phones in the hallway at all times.

- The childminder promotes healthy lifestyles effectively. Children demonstrate a good understanding of healthy meal choices as they follow the rules for selecting their meals. For example, they choose at least two vegetables from the menu for their starters. Children are provided with varied and nourishing cooked meals every day. Very good attention is given to meeting the needs of children who have specific dietary requirements or food intolerances. Children enjoy regular trips to the park to challenge their physical skills.
- Partnerships with other providers are strong. The childminder exchanges information daily with the schools that children attend. This provides continuity of care. The childminder continues to strengthen processes to share information about children's care with staff at the local schools.
- The childminder and her assistant promote inclusive values and offer care for children of all abilities. For example, the programme of activities is carefully considered to take account of children's interests. The childminder sets aside time to have meetings with parents to offer guidance when children may need support.
- The childminder reflects on her provision to identify and build on good practice. She actively seeks the views of parents and children, then uses the information she receives to plan improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the possible signs and symptoms of abuse and of wider safeguarding issues, such as extremism and grooming. They have a clear understanding of the procedures to follow if they are concerned about a child's welfare and how to deal with allegations. They maintain a safe environment. They assess all areas before children arrive and take effective steps to minimise risks. The childminder and her assistant are deployed effectively and monitor children's whereabouts closely as they move from one area to another. They remain vigilant throughout and the security of the premises is managed well.

Setting details

Unique reference number	550042
Local authority	Redbridge
Inspection number	10065556
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 11
Total number of places	12
Number of children on roll	19
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2001 and lives in Woodford Green, in the London Borough of Redbridge. She operates from Monday to Friday all year round, before and after school. The childminder holds an early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector and the childminder completed a learning walk of the areas of the home that are used for childminding.
- The inspector spoke with the childminder, the assistant, children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.
- The inspector observed children having their meal, playing, and interacting with the childminder and her assistant.

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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