

Childminder report

Inspection date: 17 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder builds strong and affectionate bonds with children which helps them to feel secure and confident in her care. A well planned and secure induction process means she works closely with parents helping her to understand children's individual needs. The environment is well organised, giving children a sense of security as they follow familiar routines and boundaries throughout the day. The childminder plans an appropriate curriculum for children with engaging activities tailored to spark their interests. This helps children make good progress in learning and development.

Children have access to resources that support the development of their strength, balance, and coordination. For example, younger children are closely supported as they learn to take their first steps and have a go at feeding themselves. The childminder offers lots of praise and encouragement, which helps to promote children's self-esteem and confidence. Good manners are gently encouraged throughout the day with the childminder modelling expected behaviours so children learn to show kindness and respect towards each other.

The childminder is highly committed to fostering an inclusive environment for all children and their families. Carefully planned events allow families to join in activities and share cultural food. This also helps them to learn more about their respective ethnicities and celebrate diversity.

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

- The childminder places strong emphasis on healthy eating, preparing nutritious home-cooked meals and snacks using fresh ingredients. Children are gently encouraged to explore a variety of foods and try new flavours. This thoughtful approach supports children to develop healthy eating habits and ensure they receive a balanced diet.
- The childminder uses information collected from parents to assess children's needs effectively. She requests support from external agencies in a timely manner. This means that children's individual needs are consistently supported.
- The childminder consistently promotes children's communication and language development throughout the day. Children listen to familiar songs, rhymes and stories which boosts their language and helps them recognise words and sounds. During role-play activities, the childminder comments on children 'mixing' and 'stirring'. This introduces new vocabulary and helps develop their listening and attention skills.
- Children stay active and engaged with the childminder who works with her assistants to provide fun and varied resources for them. Sports days in the spacious garden help children develop their physical skills as they take part in

games and competitive games. With encouragement and support all children join in and take part, helping them to develop their confidence and social skills.

- The childminder makes learning fun and interesting for children. For example, they learn to make simple beats with musical instruments, moving their bodies to rhythm. With praise from the childminder, they take pride in their achievements. However, at times, there are too many resources available, which impacts on children's ability to concentrate and maintain focus on activities of their choosing.
- Nappy changing is carried out in a calm and respectful manner, helping children feel secure and comfortable. The childminder gently supports children through the routine, using visual prompts to help them understand what is happening. The childminder keeps children engaged by singing familiar rhymes and songs, creating a positive and reassuring experience that supports their emotional well-being.
- The childminder makes the most of everyday experiences to help children understand how to stay safe. For example, during the walk back from school, she uses real-life situations to teach road safety. She works patiently with children who find it difficult to do what is being asked of them. This helps them to manage their feelings and emotions and demonstrate expected behaviours.
- The childminder maintains strong partnerships with parents through regular updates on their children's progress and by sharing key information during daily handovers. Parents value her thoughtful approach and share that their children settle confidently with her and are happy and content.
- The childminder actively stays informed about current early years practice by regularly engaging in training opportunities, including those provided by the local authority. She completes training alongside her assistants and plays a key role in supporting their professional development.

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:

- review activities and resources for children to help extend their focus and concentration to further enhance their engagement and learning.

Setting details

Unique reference number	EY221315
Local authority	Redbridge
Inspection number	10398295
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 2002 and lives in Woodford, Essex. She sometimes works with an assistant. The whole of the ground floor of the premises is used for childminding, including a large playroom, dining room and downstairs toilet facilities. There is a fully enclosed garden available for outdoor play. The childminder is currently caring for two children in the early years age range during school hours. She also offers before- and after-school care.

Information about this inspection

Inspector

Rehema Essop

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her approach to learning.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.
- The inspector gained some views from parents about the childminder and her provision.
- A leadership discussion was held 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025