

Childminder report

Inspection date: 29 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and well-settled in the care of this attentive and nurturing childminder. They feel safe and secure, which is evident in their confidence when engaging with visitors and making independent choices about their play. The childminder provides a dedicated playroom and thoughtfully arranges the environment to reflect children's interests and developmental stages.

Her curriculum is guided by what each child needs to learn next, and she supports their progress through child-led play. A strong focus is placed on developing children's communication and language skills. She narrates their play, introduces new vocabulary and values every effort they make to communicate. This approach fosters children's confidence and helps them become capable and confident communicators.

Children display positive behaviour. Generally, the childminder sets clear, age-appropriate expectations that help guide their actions. Overall, children respond well to her instructions and listen attentively. She places a strong emphasis on helping younger children develop important social skills, such as sharing and taking turns. Her interactions with the children are warm and supportive. She uses praise effectively to boost their self-esteem, and children take pride in their accomplishments, for instance, when they confidently count during play, name shapes and colours or use mathematical language such as 'more' and 'less' during water play.

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

- The childminder works closely with her assistants to regularly observe and assess children's development. She uses these observations to plan a curriculum that meets each child's individual needs. She keeps parents and carers informed about the next steps she is focusing on with their children. A strong emphasis is placed on supporting older children to develop the essential skills they will need for a successful transition to school.
- Children are independent, motivated and eager to try new things. This is supported by the childminder's thoughtful activities, which build on their interests and encourage responsibility. For example, she assigns roles such as chair monitor, which boosts their confidence and fosters a sense of pride.
- The childminder ensures children have access to a wide range of books throughout the day. She enhances their understanding by integrating core books into various areas of learning. Regular story time sessions encourage children to engage actively by turning pages and pointing to pictures. This supports the development of their early literacy skills.
- Parents report that their children thoroughly enjoy attending the setting. They

value the regular, meaningful updates they receive on their child's progress and learning, which helps them feel involved. This strong partnership between the childminder and families has a positive impact on children's development, ensuring consistency between home and the setting.

- The childminder engages fully with children during play, supporting them as they explore and test ideas. For example, she encourages mixing cornflour and hot chocolate powder with water, prompting discussion about texture and change. This hands-on approach fosters curiosity, creativity and early scientific thinking.
- The childminder strengthens her provision through collaboration with external professionals. She also supports her well-trained assistants, who value the guidance and note its impact on the high quality of care and education. Children who may have additional needs are well supported through strong partnerships with parents and timely referrals to relevant agencies, ensuring early intervention. As a result, children make strong progress and feel included, valued and confident in their learning.
- The childminder carefully plans group activities that encourage children to work together, learn to share and take turns. These experiences help build important social skills and promote cooperation. During these activities, she provides clear guidance and support to help children understand the value of working as part of a group. However, at times, some children dominate discussions or speak over others, which can disrupt the flow of the activity and affect their peers' ability to stay engaged and focused.
- The childminder uses visual aids effectively throughout the day to support children's decision-making, such as choosing their favourite nursery rhyme. This promotes independence and a sense of control. However, at times, younger children are not consistently provided with opportunities to fully express their needs. This can impact their ability to develop important communication skills.

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:

- support children to build further on their listening and attention skills
- further develop the strategies used to help children to understand, talk about and manage their feelings.

Setting details

Unique reference number	EY222968
Local authority	Redbridge
Inspection number	10394668
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 September 2019

Information about this early years setting

The childminder registered in 2002 and lives in the Ilford area, in the London Borough of Redbridge. She operates all year round, from 8am to 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector around the premises. She discussed how she ensures that they are safe and suitable and how she implements the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education during the inspection and assessed the impact on children. The childminder evaluated children's learning with the inspector.
- Parents shared their written feedback with the inspector.
- Children interacted and spoke to the inspector.
- The inspector looked at relevant documentation that the childminder shared.
- The childminder and the inspector had leadership and management discussions throughout the inspection.

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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