

Childminder report

Inspection date: 13 August 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children love to play and explore in the inviting and engaging environment. The childminder builds strong, warm connections with each child, placing a high value on their individuality. The childminder provides an exceptionally safe and stimulating environment in which all children, including those with special educational needs and/or disabilities, thrive.

She has created an ambitious and well-sequenced curriculum, which means that all children are very well prepared for their next stage in learning. The childminder carefully considers the resources available and this allows children to explore independently. In the garden, children strengthen their muscles as they tend the plants and flowers, learning about the natural world. Children gain a sense of achievement and are proud of the sweetcorn and tomatoes they have grown. The childminder skilfully introduces other areas of learning, such as literacy and mathematics, into the activity by providing books on gardening and graphs for children to document the plants' growth.

Children are highly enthusiastic learners. They are keen to join in planned activities, while also enjoying the time they spend initiating their own play and learning. Their positive attitudes to learning and play extend to showing consideration and kindness towards others. Children behave well. The childminder sets clear expectations, models good manners and promotes turn-taking. She values children's views, plans activities based on their interests and engages them in meaningful conversations. The childminder has nurtured strong relationships with families, which help children to feel secure and confident.

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

- The childminder demonstrates an outstanding commitment to high-quality provision and continuous development. She regularly updates her knowledge. For example, she attends training, childminder networking events and completes many online courses to enhance the quality of her provision even further. The childminder regularly engages in safeguarding training and attends local authority update meetings to ensure her knowledge remains current.
- The curriculum is highly effective, and high-quality teaching builds on what children already know, can remember and do. Very young children can remember mathematical concepts, such as addition and subtraction, adding or taking away 'one more' or 'one less'. The childminder supports children's engagement during activities effectively. She encourages children to think critically when playing a mathematics game. Children focus well, try hard to find the answers and articulate their thoughts. The childminder offers children praise for their efforts and provides supportive suggestions.

- The childminder has excellent relationships with children. She knows them all individually. She is a superb role model, who promotes children's growing independence well. Children are consistently encouraged to do things for themselves. The childminder is exceptionally patient. She listens to the children and always responds to them. To aid a seamless transition to school, the childminder is fully involved in the process. She has formed strong relationships with local schools and attends events to help children feel comfortable in their new environment.
- Literacy is threaded throughout the curriculum, and children tell their parents about the stories they enjoy. The childminder expertly uses books to increase children's understanding. Children have recently explored the story of 'Jack and the Beanstalk', and the childminder has used this experience to extend children's understanding of the world by planting beans together. This love of stories encourages children to become fluent readers later on.
- The childminder actively supports children's communication and language development by engaging them in ongoing conversations and narrating their play. The childminder skilfully builds on what children already know. They rapidly learn, and use, challenging new vocabulary in their play. Children grow into confident and capable communicators.
- Parents speak very highly of the childminder, stating they are fully informed and involved in their children's learning. Parents speak of the practical and emotional support they have received from the childminder, not just for their children but as a whole family. Parents are offered advice on providing healthy packed lunches, and children learn about why they wash their hands to stay healthy.
- Children show respect for others and are developing high levels of confidence and good social skills. For example, they visit the local library every week and have formed great relationships with the library staff. Children confidently follow the library processes. They gain new knowledge and skills from various outings that expand their understanding of their communities. For example, recently, the childminder took the children to the local Gurdwara where they learned about Sikh traditions and tasted new foods.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY309013
Local authority	Redbridge
Inspection number	10398527
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Chadwell Heath, in the London Borough of Redbridge. She operates Monday to Friday, from 7.45am to 5pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Claire Nunn

Inspection activities

- The childminder showed the inspector the premises and discussed how they are kept safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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