

Childminder report

Inspection date:

10 September 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

All children, including those that have very recently started, are exceptionally settled and secure within this nurturing home-from-home setting. The childminder has fostered extremely strong bonds with children. She understands their needs well and is quick to provide comfort and reassurance when needed.

The childminder has developed an extraordinarily broad and ambitious curriculum. Children are eager to take part in carefully curated experiences that take them on a mini adventure. Children spend sustained amounts of time focussing on arranging rainbow arches to use as a bridge for their cars or using small pipettes to transfer water from one cup to another.

The childminder is an extremely calm and positive role model to children. She demonstrates good manners to children, promoting please and thank you, which children pick up quickly and use. The behaviour of children is impeccable. Older children show care and concern for younger children in the setting, bringing them resources so they can join in their game.

The childminder supports children to develop skills of independence. Children pour their own water from a jug and serve their own meals. They wash their own hands and face after eating and put the tissue into the bin. The childminder supports children to make their own choices, allowing them to choose which fruit they would like for their snack.

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

- The childminder knows the children extremely well. After the break over summer, she takes time before children return to find out from parents how their interests have changed. In addition, she finds out about which new developmental milestones children have reached and what they have been up to. This ensures that on the first day back, she is able to set up experiences that reflect children's current interests and build on what it is they need to know next.
- The curriculum for communication and language is exceptional. The childminder provides a fluent narrative to children's play that introduces new languages and exposes them to a wide range of vocabulary. Children are confident talkers. They point at pictures on the wall and talk with fondness of the past adventures they show, such as trips to the farm or the park. Children remember and use new language in context, bringing the childminder a karela from the newly set up shop role play. They proudly say the vegetable name and revel in the praise received.
- The childminder is extremely skilled at providing children with a varied range of

experiences that enhance and consolidate the intended learning. Concentrating on healthy eating, children are currently reading 'Handa's Surprise' and have an interest table to explore the book with props. The role play area has become a shop featuring real life food products, and each morning children have been visiting different local markets and shops. This helps children to learn about different healthy produce in an interactive and engaging way.

- The childminder creates an exceedingly positive environment for children where they can flourish and thrive in all areas of their learning. Children develop a love and curiosity for learning. They are eager to take part in activities and show a real 'can-do' attitude, trying hard to overcome more trickier tasks, developing their problem-solving skills and resilience.
- Partnership with parents is exceptionally strong. Parents comment that the childminder's 'warmth, care and dedication is evident in everything she does'. They describe communication as clear and easy, and comment that she is 'always on hand to offer advice, nurturing both the children in her care and us as parents'. These partnerships help to provide a consistency of care.
- The childminder is extremely passionate about continuing her own professional development and using this knowledge to continue to enhance the quality of care she provides for children and families. For example, the childminder has recently completed 'oral health promotion training' and has initiated new routines and activities to really embed this learning with children.
- The childminder is extremely proactive in using her experience to support other childminders within the local community. She recently led a training module in a local childminder forum, explaining the 'characteristics of effective learning in practice'. She also helped other childminders secure local authority grants to help enhance their provisions.

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	EY376369
Local authority	Newham
Inspection number	10399454
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 2008. She lives in Forest Gate, in the London Borough of Newham. The childminder is available to care for children on Tuesday to Thursday, from 8am to 5.30pm, all year round. She holds an early years qualification at level 3. She is in receipt of funding for the provision of education for children aged three and four years.

Information about this inspection

Inspector
Natalie O'Leary

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are 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 foundation stage 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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