

Childminder report

Inspection date: 5 March 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

The childminder creates a warm and inviting atmosphere. Children settle in quickly due to the emotional support the childminder and her assistants provide. Children eagerly approach the childminder to share their learning or enjoy looking at books together. As a positive role model, the childminder encourages children's good behaviour. Children learn to listen to one another during shared activities and, with guidance, begin to take turns effectively, such as while playing in the role-play area. The childminder prioritises developing children's communication and language skills. She engages children in conversation, asks thoughtful questions and introduces new vocabulary effectively. Children of all ages enjoy a diverse selection of books and spend extended periods of time sharing them.

The childminder tailors learning experiences to meet the developmental needs of children across various ages and abilities. For instance, she provides appropriate resources for children with special educational needs and/or disabilities (SEND), as well as those children who need more individualised support in smaller groups. For instance, in the garden, the childminder encourages children to practise developing their core strength and coordination skills by using developmentally appropriate bicycles. This approach ensures that all children thrive and make meaningful progress.

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

- The childminder has made improvements in response to the feedback from the previous inspection. She now carefully structures her plans for activities to ensure that children of all ages receive valuable interactions and engaging learning opportunities to meet their individual developmental stages. This supports children to achieve positive outcomes.
- The childminder and her assistants form an effective team. They dedicate quality time and attention to each child and regularly share important information with one another about children's care and learning progress. For instance, they carry out regular assessments to determine what children need to learn next. This helps them to identify and address any gaps in children's learning, helping children to achieve their full potential.
- The childminder identifies key skills for children to develop before nursery or school. For instance, she works with parents and carers to ensure consistent support for toilet training. The childminder encourages children to wash their hands before mealtimes. However, at times, she gives too much support, such as when tidying up or putting children's coats on for them. This limits opportunities for children to develop their independence skills further.
- Parental feedback is positive. Parents appreciate the childminder's impact on their children's lives. They highlight the growth in their children's social and

language skills. Communication with parents is effective. They feel well informed and reassured by the childminder.

- The childminder actively promotes children's communication and language skills by using books, rhymes and songs to reinforce familiar words and phrases. She introduces a rich vocabulary linked to core texts, engaging with children during their play to enhance their language development. This approach significantly supports children's communication skills.
- Children gain an understanding of personal safety through real-life experiences. For instance, they learn to use plastic knives safely while cutting various fruits, related to a book they are reading. The childminder demonstrates how to cut harder fruits safely, teaching valuable skills that children can apply in everyday situations.
- The assistants feel well supported by the childminder and appreciate having their feedback considered. They are included in the self-evaluation process and benefit from coaching and mentoring from the childminder. This helps them to enhance their skills and better support children in achieving their targets.
- Children with SEND receive strong support. The childminder collaborates with external professionals and parents to tailor the curriculum to each child's needs. She regularly reviews targets and adapts the provision to ensure that all children make good progress.
- The childminder plans a variety of experiences to enhance children's understanding of the world. Through real-life activities, such as planting their own cress seeds, children gain hands-on experiences with the life cycle of plants and animals. This fosters a deeper connection to nature and a greater understanding of growth and change.
- The childminder fosters children's cultural awareness by creating a diverse learning environment. She invites parents to share their cultures and faiths. Children learn about celebrations such as Hanukkah and Ramadan. For example, the childminder sends Hanukkah cards home to help children to connect with the celebration.

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 more consistently to develop their independence skills further.

Setting details

Unique reference number	EY396191
Local authority	Redbridge
Inspection number	10376126
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	18
Number of children on roll	10
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2009. She lives in Hainault, in the London Borough of Redbridge. The childminder operates from 9am to 4pm, Monday to Friday, all year round, except for bank holidays. She works with two assistants. The childminder and one of her assistants hold a level 3 qualification in childcare. The childminder provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector carried out a learning walk. They discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector considered the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector spoke with the assistants and the children during 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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