

Childminder report

Inspection date: 24 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring, and forms warm and nurturing relationships with children. Children are confident to tell the childminder of their needs and seek comfort and reassurance from her when needed. This boosts their self-esteem and emotional well-being. The childminder knows the needs of individual children well and provides an appropriate curriculum for them. This supports children to make good progress in their overall learning and development.

Children learn new words through listening to familiar stories and singing songs and rhymes. The childminder helps children to recall experiences and make links in their learning. For example, children look out of the window and wonder where the bird they saw earlier might have gone. They remember that birds have wings, which help them fly in the sky. Furthermore, the childminder uses basic signs to enhance children's communication skills.

The childminder places a strong emphasis on supporting children to follow rules and boundaries. Children respond positively to this, tidying away resources when they have finished using them and demonstrating familiarity with the routines of the day. Behaviour expectations are high, and the childminder models the use of good manners. Children learn to say 'please' and 'thank you' and wait their turn. This contributes to children developing good social skills.

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

- Parents describe the childminder as dependable and value the home-from-home atmosphere she creates. They appreciate the effort she puts in to planning stimulating activities that follow their children's needs and interests. Parents value the parenting tips she shares with them and the regular updates to keep them informed of what their children have been doing. Any identified gaps in children's health and development are shared with parents, and support from external agencies is requested in a timely manner.
- The childminder offers children a variety of resources and activities. They sing songs together and create simple rhythms using instruments. This helps to promote children's thinking and creativity. Children cuddle up to the childminder as she reads to them, skilfully engaging them in the story and creating excitement and anticipation. However, children do not have consistent access to early mark-making activities. This limits the development of their pre-writing skills.
- The childminder supports children's understanding of the importance of good health and hygiene. With praise and encouragement from the childminder, children wash their hands in preparation for mealtimes. There are songs linked to care routines, helping children understand what is being asked of them. This

contributes to children developing a range of self-care habits.

- The childminder plans fun and interesting activities for children. They enjoy rolling and squeezing different coloured play dough, which helps to refine their fine motor skills. However, there are sometimes too many resources available, and the childminder is not always precise in what she expects children to learn. This means that children occasionally do not benefit fully from the learning opportunity provided.
- The childminder networks with other childminders in the community, which further extends children's opportunities to socialise with other children. They enjoy regular trips on public transport and visits to a farm and local parks. Children learn more about road safety and how to keep themselves safe when they are out and about.
- The childminder offers activities and resources so children can learn more about the rich and diverse community in which they live. She works closely with parents to ensure that cultural and religious events are celebrated and valued, helping children to develop a sense of belonging.
- The childminder places a strong focus on healthy eating. She patiently encourages children to try new foods and helps them to understand the impact of eating fruit and vegetables on their body. She prepares home-cooked meals using fresh ingredients for children, carefully introducing new flavours. This contributes to children getting a balanced and varied diet.
- The childminder seeks support and guidance from the local authority early years coordinator to continually develop her practice. She keeps up to date with developments in the early years by accessing training, including that which is offered by childminding support groups.

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:

- introduce a broad range of resources and opportunities to support children's early mark-making skills
- precisely identify what children are expected to learn during adult-led activities so that they benefit most from the learning experience.

Setting details

Unique reference number	EY400461
Local authority	Redbridge
Inspection number	10375759
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2009. She lives in Woodford Green, in the London Borough of Redbridge. The childminder operates from Monday to Thursday, 8am to 5.30pm, throughout most of the year.

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 the children.
- 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.

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