

Childminder report

Inspection date: 16 October 2024

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 and her staff team provide a warm and nurturing environment. They build secure and loving relationships with the children. This is evident as children smile at them and clamber into their arms. Children feel safe in their care. They are inquisitive learners and explore the range of toys the childminder provides. Children freely choose what they want to play with. During children's free play, staff observe and listen to their interactions and mostly support them when help is needed.

The childminder's curriculum places a strong focus on children's communication and language, and independence, and personal, social and emotional development. The childminder implements this well and encourages children to express how they are feeling as they engage in activities. For example, children are imaginative and delight in creating their own pretend play. They use words such as 'happy' to describe how their babies are feeling as they wash them. Children consistently show kindness to others and behave very well. They welcome each other fondly in the morning as they arrive, excitedly coming to the hallway to see who is here. The children smile and hug each other as they are reunited with their friends.

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

- Right from the start, the childminder gathers detailed information from parents about their child's abilities and welfare needs. She uses this information alongside her own observations to form her initial assessments. This helps her to swiftly identify any gaps in children's learning. The childminder continues to work closely with all involved in the children's care and learning. This ensures that all children, including those with special educational needs and/or disabilities, progress well.
- The childminder provides a varied curriculum and uses children's interests to engage them. She observes what children can do and then identifies their next steps in learning. The curriculum is largely child led. For example, an activity of bathing babies turns into large painting with water on the patio. However, at times, planned activities are not precisely adapted so that all children gain the most benefit from their learning.
- The staff promote children's communication and language well. Singing activities are energetic, and children are keen to participate. Younger children giggle in delight as 'Row, row, row your boat' is sung, and they scream at the crocodile. Older children join in singing to the younger children. The staff respond well to what children are saying, leading high-quality, two-way interactions. They use interesting and varied vocabulary to support the children's range of language. For example, children are introduced to the vocabulary 'Divas' as they make these out of clay to celebrate Diwali. Older children repeat this new word,

smiling.

- Children develop the skills they need to build good friendships. They take turns in conversations, including the youngest children take turns to babble to each other. Children are taught to take turns during play with staff explaining to them why this is important. Children praise each other's achievements. For example, when one of the children is learning to stand, older children say 'well done'.
- The childminder acts as a good role model for children and has high expectations for their behaviour. Alongside her staff, she encourages children to be kind and supports them in learning right from wrong. They clearly explain behaviour expectations and support children well to understand these. They get down to their level and talk to them about the impact their actions have on others. This helps children start to regulate their behaviour. They are kind and supportive to their friends. For example, when children are sad, other children comfort them by patting their arm.
- Opportunities are given throughout the day for the children to develop their self-care and independence. For example, children put on their coats and shoes independently before going outside. The childminder and staff challenge children to complete tasks independently, instilling a 'can-do' attitude in the children. The childminder provides healthy meals and snacks and ensures that children have access to fresh drinking water throughout the day.
- Parents comment on the home-from-home feel and many feedback how much their children love the childminder's healthy, hearty meals. Parents feel that their children have made exceptional progress since attending the childminder's home and state that she has really helped them achieve certain developmental milestones.
- The childminder evaluates her setting in partnership with her team. They keep all their mandatory training current. All staff are committed to improving their knowledge through actively engaging with updates, workshops and training opportunities. This helps them to maintain a good standard of care and learning for children.

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:

- maximise learning opportunities to ensure that they engage and challenge all ages of children.

Setting details

Unique reference number	EY410452
Local authority	Redbridge
Inspection number	10359933
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	0 to 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 December 2018

Information about this early years setting

The childminder registered in 2010. She lives in the South Woodford area, in the London Borough of Redbridge. The childminder works Monday to Thursday, during term-time only. The childminder employs two assistants. The childminder and her assistant hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Michaela Hipwell

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the staff and the children.
- The parents shared their written views of the childminder 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.

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