

Childminder report

Inspection date: 22 January 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

Children feel confident, happy and secure in this setting. They form strong attachments with the childminder and her assistants, who are kind and caring. Children display positive behaviour. They follow the clear expectations and routines set by the childminder. For example, children eagerly join in with song time and happily help tidy up after activities. They listen to the childminder and each other, learn to take turns, share and play together harmoniously. With support, children cooperate during activities, such as playing with scooters and bicycles in the garden. The childminder offers regular praise, helping to foster children's self-confidence and self-esteem.

The childminder has a deep understanding of each child and tailors the curriculum to their interests and next steps in learning. For example, when she notices that children are fascinated by dinosaurs, she plans creative activities related to this theme and teaches them how to roar. The childminder places a strong emphasis on developing children's communication and social skills. Additionally, she offers exceptional support to children who speak English as an additional language. For example, the childminder incorporates key words from children's home languages into daily activities.

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

- The childminder is an active member of a local childminder forum. She regularly meets with other childminders to enhance children's social skills and exchange knowledge with fellow professionals. The childminder also takes part in webinars to further develop her own expertise. Following recent training, she has worked with her assistants to review the progress children have made to evaluate the effectiveness of the provision on offer.
- Children develop a love for books and eagerly participate in story sessions. They cuddle up close to the childminder, who is an engaging storyteller. Children also look forward to regular trips to the library with the childminder to select their favourite books.
- Children have plenty of opportunities to develop their hand-eye coordination and physical skills. They frequently visit local parks to practise various movements, play in the garden and participate in action songs.
- The childminder incorporates children's interests to keep them engaged and motivated in their learning. Children show perseverance in tasks and put in effort to succeed. For example, they carefully use the key to unlock the shapes from the shape sorter, guided by positive modelling.
- Parents and carers are very satisfied with the service the childminder provides. They appreciate how the childminder shares detailed information and ideas about their children's learning. They are extremely happy with the quality of care

and the progress their children make while in the childminder's care.

- Since the last inspection, the childminder and her assistants have undertaken training to enhance their practice in teaching children various mathematical concepts. The childminder makes sure to incorporate activities, such as counting, exploring shapes, space and measurement, to strengthen children's mathematical understanding and knowledge.
- Overall, the childminder supports children's communication and language development effectively. She speaks to children clearly and gently assists them in pronouncing words correctly as they repeat them. The childminder also recognises key moments during children's play to engage with them, such as when participating in imaginative play and regularly asking questions. However, there are times when she does not allow children enough time to process and respond before offering an answer. This sometimes limits opportunities for children to develop their thinking and practise their language skills.
- Children learn how to keep themselves safe through a variety of activities. For example, the childminder teaches them about road safety during outings and explain the rules for playing safely in the garden. The childminder gently reminds children not to run indoors, such as in the hallway, emphasising the importance of safety.
- The assistants speak highly of the support the childminder provides for them. They appreciate the additional training opportunities they have access to, which help them enhance their practice and support children in achieving positive outcomes.

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:

- allow children time to think and respond to questions to fully support their thinking and language skills.

Setting details

Unique reference number	EY423865
Local authority	Redbridge
Inspection number	10368293
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 7
Total number of places	5
Number of children on roll	10
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Redbridge. She works Monday to Friday, between 7.30am and 6pm, all year round, except for bank holidays. The childminder holds a qualification at level 7. She works with an assistant, who holds a relevant childcare qualification at level 2. The childminder is eligible to provide government funded childcare for children aged nine months to four years.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector around 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 and how they organise the curriculum on offer.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation.
- The inspector talked to the assistants at appropriate times during the inspection and took account of their views.
- Parents shared their written 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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