

Childminder report

Inspection date: 17 April 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and happy environment for children. Children are confident and secure in her home. They have strong and trusting relationships with the childminder. Children enjoy spending time with the childminder, they come to her for reassurance and cuddles. Children like to share their activities and learning with the childminder. When the childminder offers them praise, they smile proudly.

The childminder has created a strong routine for the children to follow. She has clear and respectful boundaries and children behave well. The childminder provides children with gentle reminders of the rules within her home. For example, when children climb on furniture the childminder talks to the children and explains that they may hurt themselves. Children listen and respond well. The childminder has high expectations of children's behaviour.

The childminder develops a child-centred curriculum that is ambitious for all children including those from disadvantaged backgrounds. She adapts the planning and activities to meet individual children's needs. For example, children develop and practise fine motor skills and improve their hand-eye coordination. She provides children with opportunities to learn how to use scissors with care. When children find it a little difficult to cut using the scissors, the childminder models the correct technique. She describes each step, which helps develop children's understanding. As a result, children copy her and improve their control of the scissors.

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

- Experiences in the local community form a vital part of the childminder's curriculum. The childminder takes children to local children's groups and childminder network outings. These provide valuable opportunities for social interaction with children of the same age. These planned outings have been particularly beneficial for children who lack confidence around other adults and larger groups.
- The childminder encourages children to make healthy choices around food. For example, the childminder encourages children to have a healthy breakfast and snacks. Children giggle and laugh as they read a story about a dinosaur who eats everyone's fruit. Children name the different types of fruit and are keen to help prepare and taste some of the fruits at snack time.
- The childminder places a strong focus on teaching children the language of emotions and feelings. She talks to the children about how they feel, the children answer 'happy' and 'shocked'. To check their understanding of emotions she asks more questions. However, the childminder sometimes asks too many questions in quick succession. This means children are not always given time to

think about the questions asked or to respond.

- Children show high levels of engagement during activities that interest them. They show enthusiasm in completing puzzles. The childminder uses positional language to enhance children's play. Children show their understanding of language such as 'next to', 'on top' and 'in the corner'. The childminder knows her children well and identifies the next steps in their development.
- Parents praise the childminder's attentive and caring nature. They comment on the progress their children have made, especially in areas such as mathematical development and literacy. Parents are impressed by children's improvements in letter formation and recognising numerals. The childminder communicates effectively with parents and parent partnership is a strength.
- The childminder gathers information about children's home languages. She provides opportunities for children to use or hear their home language during their play and learning. She uses key words in the children's home language to help them convey their wants and needs. The childminder celebrates children's culture and diversity through the languages they speak.
- Children's independence and self-care is promoted by the childminder. She toilet-trains children and teaches them about privacy and how to keep clean. Children are encouraged to self-feed at meal and snack times. They peel their fruit and use child-friendly knives to cut fruit at snack time. This helps children gain necessary independence in managing their own self-care needs.

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's learning further by ensuring children have time to think and respond to the questions asked.

Setting details

Unique reference number	EY425337
Local authority	Redbridge
Inspection number	10372322
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 April 2019

Information about this early years setting

The childminder was registered in 2011 and lives in Chigwell. London Borough of Redbridge. She operates all year round from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025