

Childminder report

Inspection date:

7 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children form close attachments with the childminder and they approach her for comfort and reassurance. Children move around the childminder's home to play confidently, and they show that they are secure in her care. Children get to choose from a wide range of resources and activities. For example, they enjoy listening to stories and using hand puppets for pretend play. Children talk about their play and respond to questions well. For instance, when playing with the hand puppets, they talk about their feelings and tell the childminder that they are happy. Children develop their independence as they learn to lead their play and manage small tasks on their own. During activities, children display good coordination while picking up small items and using them appropriately. They learn to count the food items on their plate at snack time and they recognise printed numbers in books. The childminder has high expectations of children's behaviour. For example, she encourages them to form friendships with others, and to share and take turns to use resources. Subsequently, children are helpful and kind to each other. Older children help to prepare snacks and serve food to the younger children.

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

- The childminder observes, assesses and plans children's learning effectively. As a result, children make good progress with their development in comparison to their starting points. For example, children show a very keen interest in books, and they demonstrate good concentration at story times. Children listen attentively and engage very well while the childminder reads to them. This helps to develop their early literacy skills.
- The childminder supports children's communication and language skills effectively. For example, she makes excellent use of children's play and mealtimes to talk with them. She encourages them to respond and ask questions and she gives simple instructions to help develop their understanding.
- The childminder provides stimulating activities for children to enjoy and to develop their skills. For example, she gives them a range of art and craft materials for them to use their creative skills and make a snowman. The childminder offers support to younger children so that they join in and learn from the experiences.
- The childminder promotes healthy eating effectively. For example, she plans for children to help when making and serving food. She talks with them about the fruits and vegetables that they are eating and how they are making their body grow.
- The childminder supports children to develop positive behaviour well. She acts as a good role model to them. She sets clear boundaries for children so they understand her expectations and learn right from wrong.
- Parents' written feedback to the childminder shows that they are happy with the

support the childminder offers to their children. They highlight how quickly their children settled and formed friendships with others.

- The childminder forms close relationships with other providers that children attend. They share regular information about children's experiences to ensure continuity in their learning.
- The childminder maintains her professional development in order to strengthen her teaching skills. For example, she has completed training on how to educate early years children and how to link activities to their next steps in learning.
- The childminder considers feedback from parents and children when evaluating the provision. She is clear about her strengths and areas for development.
- At times, the childminder does not support children to have a smooth transition between activities and routine tasks, such as sleep time. As a result, children get restless and upset when they are feeling tired but continue with their play.
- The childminder supports children's physical development well. For example, she takes them to the local park to run around and use the climbing frame to develop their mobility and balance. However, the childminder misses some opportunities to support children's awareness of how to keep safe. For instance, she does not remind them to look out for a small step from her kitchen for them to avoid falling.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She ensures her assistant is aware of her safeguarding policies and procedures and how to keep children safe. The childminder is familiar with the signs and symptoms of abuse and neglect. She knows about the 'Prevent' duty and the signs that may indicate that a child is at risk of being exposed to extreme views. The childminder knows how to record and report any safeguarding concerns to the relevant authorities. The childminder completes risk assessments of her home and when taking children to and from school.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the support provided to children to ensure that they have a smooth transition between their play and routine tasks
- consistently reinforce to children how to keep themselves safe when moving and using the space.

Setting details

Unique reference number	EY449407
Local authority	Redbridge
Inspection number	10235859
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2012. She lives in South Woodford, within the London Borough of Redbridge. The childminder works Monday to Friday, from 7.30am until 6pm, throughout the year. She holds a suitable early years qualification at level 3. The childminder works with an assistant on some days.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written feedback shared with the childminder.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and attendance records, and the childminder discussed her procedures for safeguarding the children.

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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