

# Childminder report

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Inspection date:

26 September 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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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

The childminder provides a warm and welcoming environment where all children show that they feel safe and valued. She helps them settle quickly through flexible routines that meet their individual needs. Children form secure attachments with the childminder and show confidence as they explore the playroom. The childminder provides a range of age-appropriate resources, for example soft balls, puzzles and storybooks that reflect children's interests. These spark children's curiosity and encourage exploration. The childminder supports children's play as she models language and introduces new words linked to colours, numbers and actions. Younger children respond with babbling and laughter, showing enjoyment and growing confidence in communication.

The childminder has high expectations for all children's behaviour. For instance, she gives clear guidance and uses gentle reminders to help them understand what is expected. She praises their efforts and models good manners, helping children to be kind and considerate. The childminder supports children's health and well-being effectively. For example, she provides healthy snacks and encourages children to feed themselves, helping them to develop control and independence. Children move confidently, explore resources with enthusiasm and show pride in their achievements. They are happy and eager to learn.

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

- The childminder plans purposeful activities linked to the next stage in children's learning. For example, she provides building blocks for children to learn how to stack and offers crayons for them to make marks. This helps children develop control in their hands and fingers, supporting their early writing skills. Children are making good progress in comparison to their starting points in learning.
- The childminder supports children's communication and language skills effectively. For example, she names objects as children explore, repeats new words and uses short sentences to support their understanding. The childminder listens and responds with interest, helping children link words to meaning and develop their early understanding of language.
- The childminder supports children to develop good social skills through play. For instance, she joins in and places a ball in a pan after children hand it to her. They repeat this together, taking turns to place the balls in. This helps children learn to share, take turns and build early relationships, even when playing without other children.
- The childminder supports children's personal and emotional development effectively. For example, she helps them to recognise their own interests, and they show a growing awareness of who they are. She reminds children to wash their hands before eating and encourages them to keep safe in their play.

Children express their feelings through smiles and positive interactions, helping them to feel secure, build confidence and develop a strong sense of self.

- The childminder supports children to develop positive behaviour effectively. As a result, children behave well. They listen carefully, show respect to others and respond positively to the childminder's calm and consistent approach.
- Overall, the childminder supports children's physical development well. She provides opportunities for children to strengthen their small muscles and coordination. However, she does not consistently provide rigorous play that would help children strengthen their larger muscles.
- The childminder provides opportunities for older children to develop an awareness of different people and cultures. For example, she arranges activities relating to festivals such as Eid and Diwali. This encourages respect for diversity and supports children's understanding of the wider world.
- The childminder reflects well on feedback from parents, children and the local authority coordinator. For instance, she gathers parents' views through discussions and surveys and uses their comments to evaluate her practice.
- The childminder keeps her knowledge and skills up to date through ongoing professional development. For example, she has completed training on supporting children with special educational needs and/or disabilities. This helps her to adapt her practice and maintain a clear understanding of current requirements.
- At times, the childminder sets out too many resources on the floor at once. As a result, the play space becomes overcrowded and children move quickly between toys. This reduces opportunities for children to concentrate and gain the full benefit from each activity.

## 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:**

- organise the resources more effectively so that children can focus better on their chosen activities and gain the full benefit from their play
- provide consistent opportunities for children to engage in more rigorous play that strengthens their large-muscle development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY454345                                                                          |
| <b>Local authority</b>                             | Redbridge                                                                         |
| <b>Inspection number</b>                           | 10399986                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 14                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 31 December 2019                                                                  |

## Information about this early years setting

The childminder registered in 2012 and is situated in Ilford, in the London Borough of Redbridge. She operates Monday to Friday, from 7am to 7pm, throughout most of year. The childminder receives funding to provide education for two-, three- and four-year-old children. She works with another registered childminder.

## Information about this inspection

### Inspector

Martina Mullings

### Inspection activities

- The childminder and the inspector completed a learning walk together and discussed how the provision is organised.
- The inspector spoke with the childminder about the curriculum and procedures for safeguarding.
- The inspector observed the quality of care and the activities provided. She evaluated the impact these have on children's learning and development.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with parents and took account of their views, as well as children's voices through observations and interactions.
- The inspector reviewed relevant documentation, including attendance records and the childminder's paediatric first-aid certificate.

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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