

# Childminder Report

**Inspection date**

21 February 2017

Previous inspection date

15 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder monitors children's progress effectively to help her identify any gaps in their development and to further support them to quickly catch up. Children make good progress from their individual starting points.
- The childminder monitors and coaches her assistant and offers support to ensure her ongoing suitability well. She works well with her to meet the individual needs of children. Children settle easily and they are happy, confident and independent.
- The childminder develops her childcare knowledge effectively to improve her teaching skills. For example, she keeps updated through regular online research.
- Partnerships with parents are well established. For example, the childminder keeps them fully updated about their child's progress and encourages them to be fully involved in their children's learning. She is very accommodating in regards to their changing work patterns.

### It is not yet outstanding because:

- On occasions, the childminder misses opportunities to fully extend children's early literacy skills.
- At times, the childminder does not make the most of opportunities to challenge and extend children's understanding of mathematics further.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend and challenge children in developing their awareness of mathematical concepts
- provide older children with more consistent challenges in their early literacy skills.

### Inspection activities

- The inspector observed younger children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's details, learning records, insurance and other relevant documentation.
- The inspector looked at parts of the house used for childminding purposes.
- The inspector observed children's play with the childminder and discussed children's learning and progress.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to identify any concerns about a child's welfare and follow reporting procedures. The childminder completes regular risk assessments of all areas used by the children to help identify and minimise any risks. She has made good improvements since the last inspection. She effectively self-evaluates her practice in partnership with her assistant. They request the views of parents and work closely with local authority advisors, to assess their strengths and identify areas to improve. For example, they have developed new menus to provide children with a fuller range of foods, and provide more varied learning opportunities.

### Quality of teaching, learning and assessment is good

The childminder uses information gained through her accurate ongoing observations and assessments to help her plan for children's next steps in learning. She carries out the appropriate progress checks for children aged between two and three years. She supports children's physical development well. For example, children move freely with pleasure and confidence in a range of ways, such as when walking from school, actively dancing and climbing. The childminder helps children to develop their creative skills. For example, they engage in imaginative role play based on their first-hand experiences, such as when dressing up in costumes reflecting superheroes. She asks children questions and supports their understanding of how things work. For example, they construct with a purpose in mind, such as building a train track and small-world models.

### Personal development, behaviour and welfare are good

Relationships between the childminder and children are superb. She makes children feel valued. Children are well behaved. The childminder supports them to share and take turns and understand their actions can affect others. The childminder helps children to learn that they have similarities and differences that connect them to, and distinguish them from, others. For example, they celebrate different cultural festivals with her. She supports children's growing awareness of the importance of healthy lifestyles and they have many opportunities to play outside in the fresh air. They understand how good hygiene can contribute to good health, such as why hand washing is important. The childminder encourages children to tackle new challenges and learn about safety. For example, using scissors correctly and knowing about road safety.

### Outcomes for children are good

Children develop the skills they need for their next stage in learning, including starting school. For example, they enjoy the responsibility of carrying out small tasks, such as tidying away. They select activities and resources independently and enjoy looking at books. They initiate conversations and take account of what others say.

## Setting details

<b>Unique reference number</b>	EY356480
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1078734
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	

The childminder registered in 2007. She lives in the Chingford area in the London Borough of Waltham Forest. The childminder works with an assistant. The childminder operates the service each day between 8am and 7pm, all year round.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

