

Childminder Report

Inspection date

28 June 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Children have close relationships with the childminder and her assistant, and develop a strong sense of belonging in the setting. They enjoy each other's company and happily talk about previous experiences they have shared together. Children make good progress in their learning.
- The childminder provides a good range of activities that help children learn about diversity. Children play with dolls from around the world, and learn about the similarities and differences between themselves and others.
- The childminder and her assistant work together effectively and evaluate the setting. They have successfully developed the provision to a high quality and have a clear understanding of their individual roles.
- The childminder has good partnerships with parents. She communicates with them in a variety of ways, to ensure they are fully aware and part of their children's learning and development. Parents speak highly of the childminder and her assistant.

It is not yet outstanding because:

- The childminder does not consistently organise focused activities in the most effective way to support and promote children's engagement and concentration fully.
- Although the childminder monitors children's progress, she does not consistently use information from observations to plan precisely for children's next steps in learning, so that they are always highly challenged to make rapid progress.

What the setting needs to do to improve further

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

- enhance the opportunities to foster children's concentration and engagement during planned activities
- use information from observations of children's learning more consistently to precisely identify children's next steps in learning, so that children are highly challenged to make rapid progress.

Inspection activities

- The inspector observed the childminder and her assistant teaching, and assessed the impact this had on the children's learning.
- The inspector checked documentation, including the childminder's and her assistant's background suitability checks and training certificates.
- The inspector looked at some of the childminder's planning documents and discussed children's individual learning and development.
- The inspector held discussions with the childminder about her self-evaluation processes.
- The inspector looked at the childminder's policies and procedures, including those relating to safeguarding.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have attended training to ensure that they have a clear understanding of their duty to protect children from harm. They are aware of signs and symptoms to look out for, and the appropriate action to take if they have concerns about a child. Good risk assessments and secure premises enables the childminder to help keep children safe. The childminder provides many opportunities for children to learn effectively about people and communities beyond their immediate experiences. For example, the children regularly visit the local market to buy fruit and vegetables for their snacks and meals. The childminder works closely with other settings that the children attend, to provide continuity in their learning and development. She monitors and supervises the work of her assistant.

Quality of teaching, learning and assessment is good

Children are motivated and interested as they enjoy many stimulating activities in the welcoming environment. Overall, the childminder has a good knowledge of how children learn. She provides a variety of planned activities and those led by children's interests. For example, children learn about colours in a variety of ways to support their different learning styles. They make 'rainbow toast' using a selection of colours and paint with different textured paints. The childminder further supports children's learning when they complete a rainbow puzzle. The childminder and her assistant interact very well with the children and make their learning fun. For example, children and adults squeeze into the small playhouse in the garden. The children show amazement as they tell them that they are too big. The childminder encourages children to develop their mathematical understanding. Children compare sizes. For example, they count how many 'big' people are in the house and how many 'small' people.

Personal development, behaviour and welfare are good

The childminder encourages children to take part in physical activity and lead a healthy lifestyle. Children play on wheeled toys in the childminder's garden and enjoy visits to local parks and the lake to feed the ducks. They enjoy nutritious home-cooked food and follow good hygiene procedures. Children form good relationships with the childminder and each other. This supports their developing emotional well-being. The childminder is a positive example of how to treat others. She constantly praises children for their achievements and celebrates their positive behaviour and sharing. Very young children learn to share and are very thoughtful of their friend's feelings.

Outcomes for children are good

Children make good progress. They are sociable, confident and share willingly. Children are happy in the childminder's care. They are keen and motivated learners who gain good early literacy, writing and mathematical skills. Children are well prepared for school. Older children learn about sounds and the letters they represent, and learn to count and compare during exciting and fun activities.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY492752 |
| Local authority | Waltham Forest |
| Inspection number | 1037447 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 12 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2016. She operates from 8am until 6pm, Monday to Friday, for most of the year. She holds a relevant early years qualification at level 3 and works with an assistant.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

