

# Childminder Report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 29 June 2018      |
| Previous inspection date | 16 September 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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 evaluates the provision well and she is clear about her strengths and areas for development. The childminder welcomes regular feedback from parents and children to continually enhance her practices and improve children's experiences.
- The childminder forms close relationships with parents and shares regular information with them about children's care and learning. Parents speak positively about the childminder. For example, they say she ensures children are happy, and that she provides enjoyable experiences for them.
- Children develop their personal skills well. They learn to manage small responsibilities on their own, such as feeding themselves and choosing and leading their play. Children are clear about their own likes and dislikes and they learn to express themselves well.
- The childminder observes and assesses children's learning well. She provides stimulating opportunities for them to enjoy and to help them make good progress with their development.

### It is not yet outstanding because:

- The childminder misses some opportunities to encourage younger children to explore and use a wide range of resources to help them develop new interests and strengthen their development further.
- At times, the childminder does not extend activities as far as possible to offer the highest level of challenge for children.

## What the setting needs to do to improve further

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

- increase opportunities for younger children to explore and investigate to develop new interests and strengthen their development
- make better use of opportunities to challenge and extend children's learning to an even higher level.

### Inspection activities

- The inspector sampled a range of documentation, including the childminder's training certificates, insurance policy, records of attendance, risk assessments and safeguarding policy.
- The inspector held discussions with the childminder about her daily teaching and care practices.
- The inspector completed a joint evaluation of an activity with the childminder and observed the quality of care and teaching.
- The inspector took account of parents' written feedback during the inspection.
- The inspector looked at the areas of the home used for childminding purposes.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and has a secure knowledge of child protection issues. She has a clear understanding of the procedures to report any concerns, including allegations, to the relevant authorities. The childminder shares information about her daily routines, policies and procedures with parents so that they are aware of what to expect. The childminder monitors children's progress well. She works closely with parents and other professionals to help close gaps in children's development. The childminder welcomes support from the local authority childminding coordinator and makes good use of professional development opportunities to enhance her knowledge and skills. For example, she uses new skills from training to support children's language development.

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

The childminder provides interesting resources and activities to promote children's learning. For example, children learn to press the buttons on a range of technological toys effectively and listen curiously and repeat the different sounds and words. The childminder interacts and supports children to develop their skills well. For instance, she comments on children's play and asks them simple questions to develop their speech and communication skills. The childminder provides exciting opportunities for children to use their imaginations effectively. For example, children enjoy exploring with food in the role-play kitchen area, and pretend to cook. Children develop an awareness of the wider world. They begin to learn about different people, animals and nature.

### Personal development, behaviour and welfare are good

Children settle well. They form close attachments with the childminder and display a strong sense of belonging within her home. Children move around and access resources freely in the childminder's home. The childminder supports children to develop their social skills well. For example, she arranges regular visits to a playgroup for children to play with other children and learn to share resources. The childminder models positive behaviour and sets clear boundaries to teach children right from wrong. She develops children's health and physical well-being effectively. For instance, she provides healthy food for children to eat, encourages them to wash their hands at appropriate times and provides outside experiences for them to access fresh air and exercise.

### Outcomes for children are good

Children make good progress and develop skills to help with the next stage in their learning. For example, they display good mobility, balance and coordination. Children behave well. They listen and show respect to others. Children express their interests and needs effectively. They learn to count and recognise colours successfully. Children form close friendships with other children, and willingly welcome them to join their play.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 156160  |
| <b>Local authority</b>             | Waltham Forest  |
| <b>Inspection number</b>           | 1127275   |
| <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>       | 1 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 16 September 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 2000. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, throughout most of the year.

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 2018

