

# Childminder report

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Inspection date:

27 November 2019

|                              |             |
|------------------------------|-------------|
| <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

Children are happy. They form close attachments to the childminder and they show great excitement when they see familiar people. Children move around the childminder's home freely and they learn to communicate their basic needs confidently. They develop their independence effectively. For example, younger children learn to feed themselves, and older children learn to use the toilet on their own. Children behave well. They listen and respond to simple boundaries. The childminder has high expectations of children's behaviour. She models positive behaviour for them to learn and she supports them to develop a sense of right from wrong. Children enjoy playing with a wide range of activities to help develop their skills. Younger children show a keen interest in musical toys. They happily repeat the sounds and they handle them successfully. Older children follow instructions and recall past experiences effectively. Children regularly visit local playgroups to play with other children similar to their age. They access physical activities that allow them to climb, jump and roll their body. The childminder misses some opportunities to support older children's writing skills. She does not make full use of information received from other providers that older children attend to help strengthen their mathematical skills.

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

- The childminder works closely with parents to obtain information about children's starting points and to help children settle easily. She informs parents about their children's daily care and learning.
- The childminder observes children's learning well. She provides stimulating activities for them to play with and make good progress with their development. For example, children develop their coordination and imagination when using construction toys for building. They demonstrate good concentration and show a keen interest when exploring with small-world resources such as animals, cars and trains.
- The childminder provides opportunities for younger children to explore curiously using their senses. For example, she provides a basket of sensory items for them to feel different textures. They move the items around and use them for different purposes.
- The childminder supports children's communication and language skills effectively. For example, she comments on their play and encourages them to be vocal. Younger children learn to babble and make sounds, while older children talk about their experiences confidently. In addition, the childminder uses stories, rhymes and music activities to help extend children's language development.
- Children demonstrate good mobility, balance and coordination. For example, younger children learn to stand on both legs with an item in their hands. They

learn to do a range of hand movements to help strengthen their small muscles.

- The childminder supports children to develop good health and physical well-being. For example, she encourages them to wash their hands at appropriate times. She also provides healthy food for them to eat and arranges regular physical play and exercise.
- The childminder promotes positive behaviour effectively. For example, she encourages children to use good manners, such as saying 'please' and 'thank you'. She offers regular praise to make them aware when they are doing well, for instance when they demonstrate good sharing and taking turns during play.
- The childminder evaluates her service well. She considers feedback from parents and children when reflecting on her practice. Parents provide complimentary written feedback praising the childminder's professional and caring approach. They feel their children are safe in her care and that they enjoy regular visits to the local playgroups.
- The childminder maintains her professional development effectively. She uses her new skills from training to plan and implement story and rhyme activities to help support children's holistic development. In addition, she works closely with other registered childminders to share good practice and ideas for activities.
- At times, the childminder does not ensure older children have regular access to materials to help develop their early writing skills.
- The childminder obtains information from other providers that older children attend. However, she does not use this information well enough to extend older children's mathematical skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends safeguarding and paediatric first-aid training. She has a secure understanding of how to safeguard and protect children in her care. The childminder has a good knowledge of the signs and symptoms that may indicate that a child is at risk of harm and abuse. She knows how to record and report any concerns and allegations to the relevant authorities. The childminder ensures parents are familiar with her safeguarding policies and procedures so they know what to expect from her service. She implements good hygiene practice, such as handwashing before mealtimes and after nappy changing.

## What does the setting need to do to improve?

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

- provide regular opportunities for older children to develop their early writing skills
- make better use of information from other providers to strengthen older children's mathematical skills further.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY330601  |
| <b>Local authority</b>             | London Borough of Waltham Forest  |
| <b>Inspection number</b>           | 10073635  |
| <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</b>       | 0 to 11   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Date of previous inspection</b> | 8 February 2016   |

## Information about this early years setting

The childminder registered in 2006. She lives in Highams Park, in the London Borough of Waltham Forest. The childminder operates her service on Monday to Friday, from 7.30am until 6pm, throughout most of the year.

## Information about this inspection

### Inspector

Martina Mullings

### Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes and her daily teaching and care practices.
- The inspector viewed the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of teaching and learning, and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.

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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