

Childminder report

Inspection date: 3 February 2020

Overall effectiveness	Good
------------------------------	-------------

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 develop good relationships with the childminder and are effective in managing their behaviour. For example, children listen to the childminder's instructions and learn to respect others and to take turns. The childminder is experienced and has a good understanding of how children learn in the early years. She uses her sound knowledge of children's interests to plan a range of interesting and varied activities that they enjoy. The childminder supports children's communication and language skills effectively. For instance, younger children learn new words through repetition, singing rhymes and stories. Children gain high levels of personal independence as they learn to feed themselves and help to tidy up after their play. They are confident to talk and express their ideas and ask the childminder for help when they find something difficult, such as when they find using toy tools a challenge. The childminder plays alongside children, as they pretend to work in a garage, explaining in which direction to turn the screwdriver to loosen and tighten the screws on the wheels of a digger truck. However, during some activities, the childminder does not provide further challenges to help children make the best possible progress in their learning.

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

- Overall, the childminder's teaching is of a good standard. For example, she develops children's early reading skills by providing a range of good-quality reading materials. This includes children looking through a group photograph album where they talk about their friends who attend the childminder's, and past activities and experiences. Children make themselves comfortable to listen to their favourite sensory stories by sitting closely cuddled up to the childminder. They use their sense of touch to feel the textured pictures and develop good communication and language skills as they repeat the names of animals after the childminder. Children's literacy writing skills are also enhanced well by the childminder. For instance, the childminder plays phonics games with the children where they are beginning to link letters and sounds in their name. A range of high-quality resources encourage children to make marks, draw and practise number writing. For example, children use stencils, tracing paper and magnetic pens to help support their letter and number formation. They develop good skills in preparation for nursery and school.
- The childminder promotes healthy eating and lifestyles as she talks to children about eating a range of healthy fruit during snack, such as mangoes, grapes and raisins, and why they should eat it. She develops children's understanding of good personal hygiene practices as they wash their hands after eating and using the toilet. Children benefit from regular fresh air and plenty of exercise to support their physical development. They enjoy a variety of planned outings, such as walks in the park to feed the ducks, where they can explore the natural

world to collect pine cones, leaves and conkers. The childminder works closely with other settings and networks regularly with childminders in the community. Collectively, they organise daily play sessions for the children they care for in a local church hall. Consequently, children develop very good social skills and friendship groups.

- Children have close attachments to the childminder and feel safe and secure in her care as they fall asleep in her arms quickly and soundly. This supports children's emotional well-being greatly. The childminder is well informed about each individual child and makes good use of the observations and assessments she makes. Children make good progress from their starting points, and effective steps are in place to close any gaps in their learning and development.
- The childminder has a positive attitude and works well with parents and other professionals to meet children's individual care and learning needs. Parents are full of praise for the childminder and feel they can trust her completely with the care of their children. The childminder reflects on her practice and evaluates the service she provides. Since the last inspection, the childminder has worked on improving the way she gathers information about children when they first start with her. However, the childminder's current arrangements for continuous professional development do not focus strongly enough on raising the already good standard of teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to promote children's welfare and safety at all times. For example, she undergoes wide-ranging training in this area and ensures her paediatric first-aid qualification is up to date. The childminder has a good awareness of the indicators of abuse and is fully aware of the local child protection referral procedures. She ensures documents are well organised and prepared for the purpose of inspection. She holds current public liability insurance and has kept informed about current legislation, including the 'Prevent' duty.

What does the setting need to do to improve?

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

- provide children with consistently high levels of challenge during activities that help them to make rapid progress in their learning
- target professional development opportunities to further enhance the already good knowledge and teaching.

Setting details

Unique reference number	141180
Local authority	London Borough of Waltham Forest
Inspection number	10072423
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 June 2016

Information about this early years setting

The childminder registered in 1992. She lives in Leytonstone, in the London Borough of Waltham Forest. She is available to care for children Monday to Friday, throughout the year.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector spoke with children at appropriate times during the inspection. She spoke to parents and took account of their views.
- The inspector observed children playing and carrying out routine tasks.
- The childminder and inspector reflected on children's activities and discussed what learning and development took place.
- The inspector sampled documents, including safeguarding policies, accident records and the childminder's training certificates.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and for children's progress.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020