

Childminder report

Inspection date:

7 February 2020

Overall effectiveness	Good
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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

Met

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settle well in the childminder's care. Children show they are safe and secure and explore the childminder's home. The childminder is sensitive to children's needs and supports their emotional well-being effectively. She models expected behaviour for children to learn and, consequently, they are very well behaved. Children are motivated to learn as they freely use a wide range of resources positively. For example, they work out how to solve more complex puzzles and have the confidence to ask for help from the childminder when they find completing the puzzle a little challenging. Children develop their physical skills well. They learn to make small and large movements as they play outside in the garden. They demonstrate good balance and coordination as they throw and catch a ball and use rockers and a slide. The childminder has high expectations for children's learning and development and her teaching is of a good standard. Children make good progress in the childminder's care and are prepared well for future learning and school. The childminder is proactive and has completed recent training courses. However, she has yet to develop a targeted plan to continually improve her professional knowledge, aimed at achieving the highest quality practice and provision. This would also support the childminder in other weaker areas in her teaching. For example, the childminder does not always provide further challenge during some activities 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?

- The childminder provides a welcoming environment and children form strong relationships with her. She builds positive partnerships with parents and other early years professionals. This helps to provide children with a good, consistent approach to their shared care and learning. Partnerships with the school and nursery where children also attend are effective. This helps to promote children's well-being. The childminder plans a range of interesting activities that supports the different areas of learning, yet at times she misses opportunities to challenge children's learning further. Despite this, the childminder and children play happily and talk about what they are doing during activities and care routines.
- Children enjoy exploring the sand and water area and develop their hand muscles and coordination as they use a range of tools. The childminder uses children's play to encourage mathematics. For example, as children wash a doll, the childminder encourages them to count the bubbles and to talk about size and shape. Children gain good opportunities to develop an understanding of the natural world. Children become fascinated as they find and look closely at worms in the garden and begin to learn about taking care of them in their natural habitat.

- Pre-school children develop good early writing skills. They have access to a range of mark-making tools such as chalk, colour pencils and markers, both indoors and outside in the garden. Children enjoy looking at and listening to their favourite stories and develop their speech and language well. The childminder consistently introduces new words and vocabulary, which she repeats during play and discussions. She waits for children to respond, allowing them ample thinking time.
- The childminder develops children's understanding of good health and hygiene extremely well. Meals and snacks meet children's individual dietary requirements and are varied and nutritious. Children learn to manage their self-care needs independently, such as pulling up their sleeves before they wash their hands and they put used tissues in the bin.
- The childminder regularly monitors the development of children to ensure that any gaps in learning are closing quickly. She is effective in evaluating her setting and values the views of parents and children in this process. The childminder is committed to her profession and acknowledges that she needs to develop aspects of her teaching so she can support children to make even better progress than they already do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of child protection issues. She recognises the possible signs that a child might be at risk of harm and understands the procedures to follow if she has any concerns about their welfare. The childminder has secure risk assessment systems and teaches children how to keep themselves safe in her home and on outings. For example, children learn to walk sensibly through the childminder's kitchen and how to use the outdoor equipment, such as the slide in the childminder's garden safely.

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
- review current plans for professional development, to help in progressing teaching skills towards excellence.

Setting details

Unique reference number	EY400354
Local authority	London Borough of Waltham Forest
Inspection number	10104744
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 February 2015

Information about this early years setting

The childminder registered in 2009. She lives in Chingford in the London Borough of Waltham Forest. She operates Monday to Friday from 7am until 6.30pm, throughout most of the year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector completed a joint evaluation of a planned activity with the childminder.
- The inspector carried out a learning walk with the childminder and discussed how she plans the curriculum and for children's progress.
- The inspector sampled documents, including safeguarding policies, accident records and the childminder's training certificates.
- The inspector spoke with children at appropriate times during the inspection and read parents' written comments regarding the childminder's practice and took these into account.
- The inspector observed children playing and the childminder carrying out routine tasks.

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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