

# Childminder report

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Inspection date: 10 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children flourish within this wonderful setting. They are happy, confident and eager to explore. They form excellent attachments with the childminder, which help them to settle extremely well. The childminder holds children at the centre of her practice. She ensures that everything she does is built around providing children with wonderful opportunities, to give them the best possible start. Parents speak highly of the childminder, commenting on the impact of her support and flexibility during difficulties. They also discuss the warm, safe and fun environment she creates, highlighting the positive friendships their children form within her setting. This has a fantastic effect on children's social skills overall. The childminder has high expectations of children's capabilities and works with parents to share ideas to enhance learning extremely well. Children thrive and make exceptional progress in short periods of time in her care. Children develop a rich understanding and respect for others within their community, including those who help us. For instance, they join together with war veterans on Armistice Day to share in remembering others. The childminder is a positive role model and children mirror the calm, kind example she sets. This contributes to children displaying excellent behaviour.

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

- The childminder works with parents and children to evaluate how effective her setting is. She is highly reflective and continuously identifies areas to enhance her exceptional provision, such as developing cooking activities. Children learn about where food comes from, its benefit on our bodies and how to prepare it. Children were excited to eat the pesto they made with their pasta for lunch. They develop an incredible knowledge of how to make healthy choices. This has a tremendously positive impact on their overall well-being.
- The childminder is thoroughly committed to enhancing her skills and knowledge. She attends an extensive array of training and refreshes specific courses to ensure that the quality of her teaching is consistently at the highest level. She skilfully uses information from training to consider how children learn and builds this into play experiences to deepen children's learning.
- Partnerships with external provisions, such as schools and nurseries that children also attend, are extremely effective. The childminder ensures that excellent communication systems and meticulous information sharing contribute to collaborative working, which hugely benefits each child.
- Children develop a secure understanding of daily routines and happily take on appropriate responsibilities, developing fantastic self-care skills. Young children recognise their name on clothing and dress themselves for nursery independently. They develop high levels of resilience when they try difficult tasks, such as mastering twisted sleeves on jumpers. Children develop excellent

self-esteem and are extremely well prepared for future learning.

- Boundaries are well established and consistent. Children know what is expected of them within the house and out and about. The childminder ensures that road safety is embedded in children's knowledge consistently. This helps them to assess and manage risks extremely well. Children follow rules and competently regulate their own behaviour extremely well.
- The childminder is meticulous in delivering a well-designed curriculum, which places great emphasis on children's enjoyment and involvement in planning. She carefully considers how learning experiences can be tailored towards what children need to learn next. For example, the childminder has superbly built on a child-initiated construction activity to incorporate specific next steps around concentration and developing early writing skills. This has a significant impact on children's motivation for learning and the rapid progress they make.
- The childminder skilfully improves children's understanding of mathematical concepts when they build towers together. They talk about 'longer' and 'shorter' and carefully measure bricks to see which ones will fit together and how to construct secure walls.
- Children delight in looking at photographs of previous experiences. The childminder asks insightful questions to challenge children's thinking and encourage them to recall events. The childminder's exceptional ability to build on children's vocabulary helps them develop wonderful conversational skills.
- The childminder is passionate about sharing her love of books and stories with children. Children are highly engaged and full of excitement at using the 'story cube'. Children roll picture dice within a box and listen intently as the childminder turns the pictures into a story. Children laugh and are eager to take a turn, creating stories with the childminder about a tortoise on a plane, flying over a water fountain. The childminder builds on children's imaginative skills exceptionally well and enriches their lives with a love for storytelling.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely secure knowledge of safeguarding. She is clear about the signs and symptoms of abuse, including when a child may be at risk of exposure to extreme ideas and views. She understands the importance of documenting concerns meticulously. She knows the correct procedures to follow to escalate potential concerns regarding a child's welfare. The childminder places the utmost importance on safeguarding children. She ensures regular training keeps her skills and knowledge of safeguarding up to date. Her robust policies and thorough risk assessments help her keep children in her care safe.

## Setting details

<b>Unique reference number</b>	EY362505
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10138124
<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>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	28 September 2015

## Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Waltham Forest. The childminder operates from Monday to Friday, from 7.30am until 6.15pm, throughout the year. She holds an appropriate level 3 childcare qualification.

## Information about this inspection

### Inspector

Leanne Stranger

### Inspection activities

- The inspector and childminder completed a learning walk and discussed how the environment is organised to support children's learning.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector sampled a range of documentation, including training certificates, policies and observation records.
- The inspector and childminder carried out a joint observation of an activity and discussed the impact it had on children's development.
- The inspector held discussions with the childminder and children at appropriate times during the inspection and took account of parents' written views.

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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