

# Childminder report

---

Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children enjoy a broad range of exciting play opportunities that help them to make good progress in their learning and development. They settle quickly and show that they are happy and secure in the childminder's care. The childminder is nurturing and supportive, and children look to include her in their play. For example, together, they pretend to be different animals and wear animal masks, making their sounds.

The childminder thoughtfully organises her home to provide a welcoming and safe learning environment focused on the needs of individual children. Children are highly motivated and challenged by activities that build on their interests. Children are very motivated. They explore different activities and develop positive attitudes to learning. However, some adult-led activities do not allow children to extend their learning experiences.

Children behave well and follow simple instructions. The calm childminder consistently models respectful behaviour, such as using 'please' and 'thank you'. She politely asks children for their help to tidy up and acknowledges their contribution. Children are confident and independent, and learn good social skills as they share the resources and take turns with the childminder. However, some opportunities to support children's self-care skills are not fully encouraged.

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

- The childminder uses a range of interesting and engaging activities that provide children with exciting challenges. These encourage children to focus, think and solve problems. For instance, young children persevere as they try to open different handbags to investigate what is inside.
- Children are active and have ample opportunities to be outside where they practise physical skills as they play with other children, for example in the local park and at groups. These activities also encourage them to learn to socialise with other children and build friendships. They develop skills such as being kind, sharing and taking turns. Children willingly include the childminder in their play and offer her toys. They listen very well and are polite and respectful of others. Children's behaviour is good.
- Children develop good hygiene habits. They feed themselves independently and choose activities to participate in, which they manage well. However, on occasions, the childminder does not use opportunities consistently to encourage children to manage their own self-care routine, for instance helping to dress themselves in the bathroom.
- The childminder has lengthy conversations with children about what they are doing. She asks many skilful questions and gives them thinking time so they can

respond. She follows the children's lead and expands on what they say, which extends their understanding and vocabulary. Children are curious and ask 'why', 'what' and 'when' questions, which the childminder responds to using full sentences to enhance their speaking skills well. Children excitedly make marks using different tools, which supports their early writing skills. They recall previous events and develop their imaginations as they play. For instance, they tell the childminder they have a 'poorly knee' and need to have 'medicine to make it better'.

- Children's mathematical knowledge is promoted well through a range of activities. For instance, young children count up to eight with the childminder's support. They identify different shapes, such as a heart, triangle and circle, and talk about 'just one more'.
- Children take part in adult-led activities. However, these are not always well planned and implemented. Adults do not allow children to be fully involved in the preparation to help enhance their learning experiences.
- The childminder collects useful information from parents before children start attending and she builds strong parent partnerships that help ensure continuity of care and learning for children. The experienced childminder has a good understanding of what children know and can do and what they need to learn next. Children make good progress.
- The childminder is aware of her strengths and areas she would like to improve. She evaluates and reflects on how well her practice improves children's outcomes and she accesses training to keep her knowledge up to date.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She completes regular child protection training to ensure her knowledge is current. She knows the procedure to follow, and who to contact, if she has concerns about a child's welfare. The childminder supervises the children carefully and undertakes appropriate risk assessments, both for her home and for outings. She has a secure knowledge of wider safeguarding issues.

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

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

- help children to develop their ability to do more for themselves and enhance their self-care skills
- extend children's involvement in adult-led activities and enhance their high-quality learning experiences further.

## Setting details

<b>Unique reference number</b>	EY404474
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10074399
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Walthamstow, in the London Borough of Waltham Forest. She operates her service on Tuesdays and Wednesdays between 8am and 6pm throughout the year. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Marvet Gayle

### Inspection activities

- The inspector observed the childminder's interactions with the children, and assessed the quality of her teaching.
- The inspector sampled documents, including the progress check for two-year-olds, evidence of adults' suitability checks and qualifications of the childminder.
- The childminder and inspector discussed the children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection, and viewed parents' written comments.
- The inspector and the childminder completed a learning walk of the areas of the home where childminding activities are carried out and they discussed the learning curriculum.

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](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 <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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020