

Childminder report

Inspection date: 20 February 2020

Overall effectiveness	Good
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
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 enjoy independent exploration of the childminder's well-resourced home. The atmosphere is calm and supports children's play and learning extremely well. Children quickly separate from their parents as they arrive. They settle down well and keenly choose toys and resources. Children have strong bonds with the childminder. They giggle in response to her humour and actively seek her out for high-quality interactions. Babies confidently approach her to name objects and toys for them. They purposefully copy her as she repeats key words and phrases. Babies maintain close eye contact and listen intently as the childminder speaks. They use some of their newly learned words in their intentional responses to the childminder. Babies learn to point to parts of the body as the childminder names them. Children feel very secure in her home. Babies occupy themselves with their chosen toys for extended periods before seeking the childminder's involvement. Her daily routines are consistent; children know when it is 'nappy time', play time and when it is time for meals. They behave exceptionally well and show a good understanding of the childminder's expectations. For example, babies spontaneously help to tidy, and handle the toys and resources respectfully. They are keen and confident to interact with older children and play alongside them.

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

- The childminder has an excellent understanding of child development. She follows children's interests well and remains close by to support and extend their learning. She makes clear, ongoing narrations of babies' actions. Her teaching is highly effective. She models activities for babies to copy. She challenges them further by modifying their activities. For example, she alters the size and type of painting tools for children, to encourage them to make more-detailed marks. Babies develop exceptional physical skills for their age. They confidently climb and descend the childminder's staircase. They have well-developed small-muscle skills due to a wealth of activities that promote good hand grasp and control. The childminder's curriculum is broad and well balanced. The activities she provides cover all the areas of learning. Babies enjoy plenty of sensory and messy play. They remain focused at these times for extended periods. They maintain deep concentration as they make patterns and explore texture. Children have plenty of opportunities to operate technological toys. They press and turn knobs, and operate electronic toys that light up to play songs and music.
- The childminder makes detailed observations of children's activities and closely monitors their progress. Her assessments are precise and accurately identify what children need to learn next. She ensures planned activities sharply match what children need to learn next. Children make exemplary progress overall. They learn about their own culture and that of other people. Children enjoy

making gifts in the colours of the flags which are linked to their nationality. They also enjoy art and craft activities as they learn about celebrations, including Chinese New Year and Valentine's Day.

- Partnerships with parents are very strong. Parents are extremely happy with the high-quality care the childminder provides. They describe her as warm, caring and supportive. The childminder is proactive at obtaining support from parents and professionals to ensure children receive the help that they need.
- The childminder makes ongoing, robust risk assessments to the areas of her home and children's activities. She routinely checks the outdoor environment and play equipment to ensure they are safe for children. All trips and outings have comprehensive risk assessments.
- The childminder is committed to ongoing professional development. She has firm plans to attend childcare training with a view to deepening her already excellent knowledge even further. She works well with external professionals and follows their advice. For example, she has made the minor amendments to her documents as suggested by the local authority early years adviser.
- The childminder is a reflective practitioner. She evaluates the strengths of her provision well. These include her calm manner and effective teaching methods. However, her self-evaluation needs to be reviewed to identify weaknesses effectively.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder knows what signs suggest a child may be at risk of abuse or harm, including female genital mutilation. She has a clear procedure to follow for reporting any concerns she may have about the welfare of a child. She completes regular training to keep her knowledge of further developments in safeguarding practice up to date. The childminder has a good understanding of her responsibilities under the 'Prevent' duty. She knows that extremism must be reported to the appropriate authorities. The childminder ensures children remain appropriately supervised at all times while in her care.

What does the setting need to do to improve?

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

- review self-evaluation procedures so that all weaknesses are appropriately identified.

Setting details

Unique reference number	EY469067
Local authority	London Borough of Waltham Forest
Inspection number	10075569
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 2013 and lives in Walthamstow, in the London Borough of Waltham Forest. She operates all year round from 8am until 6pm, Monday to Friday.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector spoke to parents to gain their views.
- The childminder and the inspector carried out a learning walk. They looked at the areas of the home that are used for childminding and discussed how these are used to support children's learning.
- The inspector carried out a joint observation with the childminder. This contributed to the inspector's evaluation of the quality of teaching and learning.
- The inspector spoke to children at appropriate times during the inspection.
- A sample of documentation was examined by the inspector, including children's records, the childminder's policies and procedures.
- The inspector observed the quality of interactions between the childminder and children.
- A leadership discussion with the childminder took place. This helped to inform how she manages her provision and her self-evaluation processes.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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