

Childminder report

Inspection date:

11 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Young children enjoy attending and settle satisfactorily with the childminder. The childminder is kind and caring and children form affectionate attachments with her and her assistant, who is also the childminder's daughter. On the whole, children are happy and confident in the childminder's care. She knows the children's individual needs well and, overall, supports their learning well. The childminder has a good understanding of how young children learn across the early years curriculum and has high expectations for all children. With the support of one of her two assistants, the childminder completes frequent observations and assessments of children. These help her to identify their achievements and their next stage in learning. However, the childminder and her assistant's teaching is not always of a good standard and does not support children to achieve their very best. For instance, both the childminder and her assistant sometimes interrupt children's learning by moving children on to other activities. In addition, they do not always identify when to challenge and extend children's learning as they play. This hinders children's progress. Furthermore, the childminder does not ensure that both her assistants, who at times have sole responsibility for the children, hold a current paediatric first-aid qualification.

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

- The childminder's self-evaluation has enabled her to implement some improvements, including developing the indoor space and providing children with a range of additional age-appropriate toys and resources. However, she has not identified other areas for improvement, particularly in the professional development needs of both of her assistants, to drive forward continuous improvement.
- The childminder gathers detailed information from parents before children start, which ensures children settle in quickly and their care needs are met well. This supports children's sense of security in the childminder's care. The childminder shares information about children's daily achievements and their progress with parents. Overall, parents comment positively about the relationship they have with the childminder. They say that their children are happy, and the settling-in procedure is well managed.
- The childminder is a good role model for children and manages their behaviour positively. Children's behaviour is good and they are developing independence and self-awareness. The childminder is consistent in offering praise and helping to build children's sense of self-esteem and emotional well-being. She talks to younger children, providing and repeating new words to build their language skills. For example, she encourages children to join in as she sings songs and nursery rhymes and models good vocabulary.
- During reading activities, the childminder's assistant teaches younger children

the names of animals to help develop their pre-reading language skills. Children enjoy listening to their favourite stories and get excited as they interact and lift up flaps to see the pictures underneath. However, during some activities, children are not motivated to learn and they become easily distracted. For instance, as children play, they are offered a large number of toys unrelated to what they are doing. This distracts children's focus and attention on their learning.

- Children are offered opportunities to be active and healthy. For example, the childminder provides nutritious snacks and plenty of drinking water throughout the day. She ensures that children have fresh air each day through regular outings, where they have opportunities to socialise with other children and adults. Younger children fall asleep soundly in the childminder's arms and there are suitable arrangements for children to rest and sleep. Babies help themselves to resources that are within reach. For example, they explore and investigate interactive toys by pressing buttons. This helps to support their sensory and physical learning as they enjoy a range of sounds and flashing lights. Younger children develop good physical skills as they begin to crawl and learn to walk using push-along wheeled toys.
- Weakness in teaching results in children not making good or better progress. Nevertheless, children gain some suitable skills to help them with future transitions. For instance, they learn to play with others kindly and have the confidence to turn to the childminder when they need comfort and support. Children begin to develop their early counting skills and enjoy moving their bodies in response to music and singing.
- The childminder does not ensure that her assistants, who at times are in sole charge of children, hold current and valid paediatric first-aid qualifications. Nevertheless, the impact of the weakness is minimised as the childminder has taken relevant steps to renew her assistants' paediatric first-aid qualifications.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and secure and supervises children to help maintain their welfare. The childminder and her assistants know how to recognise signs of abuse and how to report concerns about a child to protect their welfare. They attend training on a routine basis to ensure they keep up to date with safeguarding policy.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that assistants who are in sole charge of children hold a current and valid paediatric first-aid certificate	22/03/2020
improve knowledge and understanding of the learning and development requirements, including the prime and specific areas of learning.	22/03/2020

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

- review and improve interactions with children during activities, to provide them with consistently effective support and challenges in their individual learning
- extend self-evaluation procedures to help identify and address weaknesses and support positive outcomes for children.

Setting details

Unique reference number	EY372397
Local authority	London Borough of Waltham Forest
Inspection number	10104741
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	0 to 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	31 May 2016

Information about this early years setting

The childminder registered in 2008. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder operates her service Monday to Friday from 8am to 6pm all year round. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector observed children playing and carrying out routine tasks.
- The childminder and the 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.
- The inspector spoke with children at appropriate times during the inspection. She spoke to parents and took account of their 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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