

# Childminder report

---

Inspection date:

28 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

Good

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

### The provision requires improvement

The childminder has created a welcoming and homely environment. Children have good relationships with the childminder, and feel safe and secure in her care. The childminder responds to children in a calm and gentle manner. However, at times, older toddlers do not listen or behave well. They do not observe boundaries or take on board explanations. Hence, children's ability to manage their feelings and emotions is not routinely effective. Children choose from a range of interesting equipment and resources. Babies particularly enjoy imaginative play with pots and pans. They concentrate well and enjoy exploring the environment. Children play in a well-organised environment. Toys, resources and equipment are regularly cleaned to promote good hygiene and keep children safe. However, meals are not always well planned to ensure a well-balanced diet is constantly provided. New children settle quickly and form a strong bond with the childminder. She gathers information from parents to help her to get to know the children when they start. However, parent partnerships are not fully established to ensure the needs of all children are consistently supported. Babies are confident, independent and eager to learn. For example, they feed themselves at lunchtime.

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

- The quality of teaching is variable. The childminder tracks children's progress and identifies where they need more support. However, she does not consistently plan and tailor support for older toddlers to help them to develop good listening and concentration skills. For example, activities provided do not fully capture their attention, hence they lose their focus quickly and their learning does not benefit as well as it might.
- The childminder praises children for their achievements. This helps to increase their self-esteem. However, at times, some children shout and do not listen when the childminder speaks to them. At these times, the childminder remains calm and uses her voice gently. However, she does not have a secure knowledge of how to manage children's challenging behaviour and to help them understand expectations of their behaviour. This does not support children's emotional well-being effectively.
- The childminder provides children with daily experiences in the outdoors. Children take part in physical play, where they develop their large and fine motor skills. Babies begin to understand simple instructions. In the main, children feel safe as they follow their daily routines. Children's healthy eating habits are not routinely supported. For example, meals do not always provide children with a nutritious and balanced diet.
- The childminder has formed positive relationships with parents. She shares daily information with them about their children's day. However, she does not extend this further. For example, parents are not involved in identifying appropriate

strategies to support children's concentration and emotional well-being. As a result, children do not have continuity in their learning and development.

- The childminder regularly takes children into the community for activities, such as toddler groups and visits to local parks. These activities give children a wider range of experiences and provide opportunities to develop their social skills. The childminder follows children's interests well. For instance, she allows children who want to listen to music to do so, and offers instruments for them to play with. The childminder responds to babies' babbles and actions with words. This supports their communication and language skills well. Younger children explore a range of toys with curiosity. The childminder counts with children and provides painting activities which support their mark-making and writing skills well. However, she does not ensure that a range of tools are available to extend children's creative skills and support their learning further.
- The childminder meets children's personal needs well, and encourages good hygiene through effective handwashing routines. She supports children to be independent, such as older toddlers using the potty.
- Self-evaluation is not robust enough to support the childminder's knowledge, practice and provision to improve continuously.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to keep children safe, and the procedures she must follow if she has a concern. She has recently completed 'Prevent' duty training, which has helped her to understand and identify wider safeguarding concerns. The childminder's safeguarding policy is thorough and includes points of contact. She has robust procedures for recording accidents, incidents and injuries. The childminder identifies hazards and takes effective action through thorough risk assessments to minimise risks. She ensures that her paediatric first-aid training is kept up to date. The childminder ensures that her home is safe.

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

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

- improve meals to ensure they are routinely healthy and nutritious
- strengthen parent partnerships further to support children's individual needs consistently
- provide more opportunities to extend children's creative skills and learning
- develop self-evaluation processes so that weak areas are identified and acted upon swiftly to improve the overall quality of practice
- improve planning to support children to strengthen their learning and make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY337159
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10073705
<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 at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

The childminder registered in 2006. She lives in Chingford, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, from 7.30am until 6pm, all year round.

## Information about this inspection

**Inspector**  
Marvet Gayle

### Inspection activities

- The inspector read and took into account feedback provided by parents.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- A range of documentation was sampled, including children's two-year-old progress checks, certificates and policies.
- The inspector observed the interactions between the childminder and the children, and assessed the impact these have on their learning.
- The inspector spoke to the childminder about children's learning and development.
- The inspector and the childminder undertook a learning walk of all areas of the home used for childminding, and discussed the education programme.

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