

Childminder report

Inspection date: 27 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and stimulating environment for children. She is sensitive to the needs of children, in particular those who have returned following the pandemic restrictions. Children are confident and relaxed and move around the premises safely. The childminder ensures that the risks of germs and infection are reduced.

The childminder has carefully thought about her curriculum and what she wants children to learn. She has identified the need to develop children's concentration and exploration skills further. The childminder has a wide range of creative materials that the children can enjoy indoors and outdoors, such as sand, paints, dough and water. Children behave well, are interested in activities provided and choose toys from accessible play equipment.

The childminder provides an environment that is full of words and chatter. Children are encouraged to contribute to conversations and describe what they are doing. For example, children talk about the hairdresser and how they sit in the chair and have their hair cut, and say 'snip, snip'. The childminder provides the props so the children can role play and visit the play hairdresser. This enables children to hear and use plenty of new and already established words to develop their language.

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

- The childminder knows the children well. She works with information provided by parents and through her own observation to establish children's starting points. The childminder is able to share what she wants the children to learn and how she supports children to make progress. She uses relevant guidance to support her assessment of children's progress and what they need to know next.
- Children have good opportunities to be physically active and learn about the wider community. They enthusiastically share photos of a visit to a local farm and recall the colour and texture of feathers when they held a chicken.
- The childminder understands how to manage children's behaviour appropriately and how to support children to develop respect for others who are different to themselves. For example, children learn about other beliefs and celebrations through activities and discussion.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. She encourages them to count throughout the day. The childminder helps older children to develop a deeper understanding of more complex mathematical concepts, such as time.
- The childminder provides a good range of experiences to support children's literacy skills. Children practise making marks, enjoy listening to stories and look at books independently.

- The childminder understands the benefits of working closely with parents to promote continuity of children's care and learning. Parents comment that she keeps them up to date with their child's progress and they feel included in decisions she makes regarding their child.
- The childminder regularly evaluates her practice and identifies areas to improve and develop. For example, she has taken part in a nutrition award, recognising the importance of providing a healthy diet for children, to support learning. Children enjoy healthy meals and snacks and understand why these are good for them.
- The childminder provides opportunities for children to experiment and explore. For example, children are curious as they investigate changes to coloured sand when they add water. They begin to understand cause and effect as they mix the sand to make shapes and castles.
- The childminder encourages children to develop their independence by supporting them to complete age-appropriate tasks. For example, they wash and dry their hands before eating. Younger children ask for their sun hats and cream and understand why they must protect themselves from the sun.
- The childminder is a positive role model. She uses good language skills to teach children how to sound out letters and repeats simple sentences to help children follow instructions. At times, in her enthusiasm, the childminder does not allow sufficient time for children to solve problems themselves to support their thinking skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She is able to identify signs and symptoms of abuse, including wider safeguarding concerns such as 'Prevent' duty. She is aware of her role and responsibility to safeguard children. The childminder knows who to contact should she have any concerns regarding children's safety or welfare. The environment is safe and secure as the childminder completes a daily risk assessment before children arrive. Children learn to keep safe with gentle reminders from the childminder to wash their hands and use a tissue to wipe their nose.

What does the setting need to do to improve?

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

- enhance opportunities for children to problem solve and allow time for them to think and respond to the questions they are asked.

Setting details

Unique reference number	EY337159
Local authority	London Borough of Waltham Forest
Inspection number	10149407
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 February 2020

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
Julia Crowley

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together at the start of the inspection.
- The inspector reviewed documents, including policies and procedures and safeguarding arrangements.
- The inspector gathered the views of the parents.
- The childminder discussed her teaching practice with the inspector.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021