

# Childminder report

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Inspection date:

30 September 2021

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children flourish at this outstanding childminder's setting. They form strong and affectionate bonds with the childminder and her assistant and are immensely happy and secure. Children benefit from clear and consistent routines and boundaries. They demonstrate their excellent manners and social skills. For instance, at mealtimes they sit nicely, say please and thank you and chat merrily with the childminder. During group activities, children of different ages and abilities listen intently and wait patiently for a turn.

Children consistently show high levels of concentration, curiosity and excitement as they learn. They confidently lead their own learning and use the excellent resources purposefully to explore their own ideas and interests. For example, two-year old children developed their understanding of speed, as they rolled pine cones and acorns down a ramp. They tested their theories about the sizes of objects and enjoyed discussing their findings. Children also take great pleasure in learning from adults and are eager to join in with group games and activities.

The childminder has high expectations for every child. Children benefit from her excellent teaching skills. They receive lots of encouragement to try out new experiences and work out problems independently. The childminder provides focused praise. This helps children to recognise their achievements and persevere at their chosen tasks.

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

- The childminder and her assistant are highly experienced and qualified. They constantly reflect together on their professional practice and look for new ideas to enhance their curriculum. The childminder is committed to gaining new skills and knowledge as well as refreshing those she has already. She has used her passion for the natural world as a focus for training. She and her assistant draw on what they have learned to provide exciting activities in the vibrant outdoor space.
- The childminder builds very strong relationships with parents. She consults them about changes and improvements to her provision, such as her plans for further developments to the garden. The childminder shares information effectively about children's learning. For instance, she provides photos and comments each day via an online app. She also provides lots of ideas to help parents continue children's learning at home.
- The curriculum is highly ambitious and provides a wealth of experiences, both indoors and outdoors. The childminder recognises that children may not all have the same opportunities and experiences and works actively to close any gaps in their learning. The childminder carefully nurtures children's individual interests.

For example, when children are curious about topics, such as public transport, dinosaurs or the seaside, she takes them on outings to explore these first hand. The childminder also builds on these experiences in her setting. She provides resources, such as role play, small toys, books and photos. These help children reflect on their experiences, recall what they have learned and practise new vocabulary.

- Children thoroughly enjoy their learning and show a keenness to explore and discover. They develop a love of literature. They know how to handle books and are excited to listen to and join in with stories. Children look at books independently and retell favourite stories from memory. They know songs and rhymes and recite them with great enthusiasm.
- The childminder uses a wide range of effective strategies to support children's language development. She talks clearly and gives children plenty of time to practise speaking. The childminder listens and repeats any words that children mispronounce. Children become confident speakers and develop an extensive range of vocabulary. This includes children who receive funding.
- The childminder promotes children's health and well-being exceptionally well. She has studied children's nutrition and provides healthy meals and snacks each day. Children learn about food by growing fruit and vegetables in the childminder's garden. They also make visits with her to a farm and allotment to harvest a wider range of produce. Children enjoy tasting and cooking these ingredients with the childminder. This encourages them to try and eat a wide range of healthy foods.
- Children enjoy exceptional opportunities for active and vigorous play. This includes regular visits to parks and woodlands, where they also learn about the natural environment. The childminder uses opportunities, such as these, to enhance children's understanding of risks and teach them about keeping safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly committed to her safeguarding responsibilities. She and her assistant regularly update their safeguarding training. They have an excellent understanding of a wide range of child protection issues, such as the potential risks to children online. They know how to recognise the signs of abuse and the procedures to follow if they have a concern about a child. The childminder knows what to do if there is an allegation made against her or her assistant, including the relevant agencies to contact. She thoroughly risk assesses her home and any places that she visits with children, to minimise any hazards.

## Setting details

<b>Unique reference number</b>	EY552300
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10174223
<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>	0 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Waltham Forest. The childminder operates all day, from Monday to Friday throughout most of the year. She employs an assistant who has a childcare qualification at level 6.

## Information about this inspection

**Inspector**  
Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans her curriculum.
- Parents shared their opinions with the inspector through discussions and by providing written feedback. The inspector observed and spoke to children and took account of their views and experiences.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and childminder observed the assistant working with the children, they reflected together on the children's learning during activities.
- The inspector held discussions with the childminder and her assistant at appropriate times to discuss issues, such as safeguarding arrangements and children's progress.
- A sample of relevant documentation was reviewed by the inspector, including suitability checks for people living and working with the childminder and paediatric first-aid certificates.

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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