

# Childminder report

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Inspection date: 23 May 2022

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

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

### The provision is good

Children benefit greatly from the very positive relationships they build with the childminder and her family. She is caring and experienced, and knows children well. Children are confident and happy, and thoroughly enjoy their time with the childminder. They show high levels of confidence in social situations. For example, children gladly talk and allow the inspector to engage in their play. They play happily alongside each other and behave exceptionally well. Children accept guidance from the childminder on how to share resources to minimise any conflict.

Children feel safe and emotionally secure. They settle well into the activities and are fully aware of the routine of the day. Children's early communication skills are promoted very well. Children enjoy exploring books independently on their own from a young age and spend time looking through their selections. In addition, they gather happily to be read to by the childminder, sitting snugly next to her or on her lap. Through children's play, the childminder encourages them to make good attempts to use more descriptive and new words which they are learning. The childminder repeats babbling that young infants are using, using the correct pronunciation with them too. Children's social skills are supported well, such as they work together to prepare their own snacks of fruit.

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

- The childminder plans a curriculum that is sequenced to give children the skills and knowledge that they will need as they grow and develop. For example, she recognises children can count confidently and are beginning to show an interest in writing and making marks. The childminder offers children whiteboards and chalkboards to practise their early writing skills.
- Overall, the childminder places a strong emphasis on developing children's independence and self-help skills, such as feeding themselves and learning to dress themselves with the dressing-up clothes they access. However, children are limited in accessing additional play materials, as it is not visible what is stored in the containers. This limits children to develop their self-help skills further.
- The childminder gets to know children well from the start. She engages with children's previous carers, and parents and children from the first visit, and undertakes gradual visits. The childminder observes children as they play and uses assessments to identify where there may be gaps in their learning. She addresses these gaps quickly and engages with parents to also support their child's development in their home.
- Children enjoy the range of play to support their small- and large-muscle skills. For example, young toddlers like to explore the range of resources for long periods. They learn to operate different functions on the toy microwave that

creates lights to operate, or the turntable to rotate. Children use the cooking props in the mud kitchen with great skills for their age, or learn to manoeuvre the sit-and-ride resources using their feet.

- The childminder demonstrates a good knowledge and understanding of how children learn. She organises a range of activities and experiences to suit the various ages and developmental stages of children in her care. As a result, children are engrossed in their play and make good progress in their learning. This is evident with young toddlers too.
- The childminder engages with the parents to support children's ongoing development and plan forward, such as with potty training and addressing a new baby arrival in the children's family. This allows her to support individual children with forthcoming changes with a positive approach, and provide the correct resources for children to accept and adapt to the changes, and be better prepared.
- The childminder forms strong relationships with parents. She communicates daily with them, including through a daily diary and electronic means. The childminder shares information about their child's activities, development and care arrangements. The childminder undertakes the required children's assessments, such as the progress check for children aged between two and three years, with parental engagement.
- Children celebrate differences of themselves and others, through the calendar of events that the childminder plans for them to look at different faiths and others in the wider community. Children also benefit from having food from other cultures in their daily menu.
- The childminder has undertaken some basic training since she registered as a childminder. Yet, she recognises that undertaking further training will enable her to secure her knowledge and understanding to raise the quality of education further for children.
- The childminder provides children with a wide range of experiences to help them broaden their horizons beyond the home learning and help them to socialise with other children in readiness for school. For example, children enjoy weekly outings at the local childminder's network group, and they meet with other childminders in their own homes for shared activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of things which might give her cause for concern. She understands her safeguarding responsibilities and knows what procedures to follow if she has a concern about a child in her care. The childminder holds a paediatric first-aid certificate, so that she can care for children in the event of an accident or incident. The premises are safe and secure. The front door is always locked; this means that no one can enter unannounced. The childminder checks sleeping children regularly to ensure that they are safe. She makes a point to remind children as they prepare their snacks to cut certain fruits to prevent them choking. The premises and resources are checked daily by the childminder and

throughout the day, so that children do not have any potential risks exposed to them.

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

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

- undertake appropriate training and development opportunities to help build professional confidence and to develop the quality of education even further
- further promote children's self-help skills to access additional play materials, so that they can identify and make selections of their own independently and with some familiarity.

## Setting details

<b>Unique reference number</b>	EY555959
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10190340
<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 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Chingford Hatch, in the London Borough of Waltham Forest. She is available to mind Monday to Friday, 7.30am to 6pm, throughout most of the year. The childminder is approved by her local authority to provide early funded education. She can take and collect children from Parkside Primary School.

## Information about this inspection

**Inspector**  
Shaheen Belai

### Inspection activities

- The was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector held discussions with the childminder throughout the inspection and engaged with the children when appropriate.
- The inspector observed the quality of education and teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of written feedback provided by parents for inspection purpose.
- The inspector looked at relevant and required documentation, such as children's records, attendance registers, and policies and procedures.
- The childminder and the inspector carried out a joint evaluation of an activity together.

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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