

Childminder report

Inspection date: 29 June 2022

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

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly by the childminder and her assistant when they arrive at this safe, caring and friendly setting. They build secure attachments to the childminder and her assistant and form positive relationships with each other. Children show they are confident and happy. The childminder and her assistant support children's emotional well-being effectively.

The childminder has a clear vision for what she wants children to learn and has high expectations of what they can achieve. Her curriculum has a clear focus on helping children to develop their communication, social skills and independence. She plans her curriculum well and successfully helps children to be prepared for the next steps in their learning, including school. For instance, older children practise their counting skills and learn to match amounts to numbers. They also practise using different mark-making tools, such as chalks and pens, and writing their name. They hold the pen with control and develop their fine motor skills well. Younger children explore sensory activities, such as play dough, and enjoy feeling textures. They use their hand muscles well to begin to move and mould the play dough and begin to see how it can change shape.

Children learn about how to behave well. They are keen to help the childminder and willingly join in with daily routines. For instance, children readily help to tidy up and learn how to look after resources. They handle books with care and know how to store them away after use, so they do not get damaged. Children know what is expected of them and behave well.

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

- Children are independent. The childminder supports them to do things for themselves very well, giving them time and encouragement to keep trying. Children are determined and persevere to achieve a goal and show pride in their achievements, such as being able to zip up their own jacket. The childminder successfully supports their growing self-esteem.
- The childminder supports children's early reading skills well. Children develop a keen interest in stories and books. The childminder and her assistant frequently read with children and talk about the story with them. All children eagerly look at the pictures and talk about what they see. Older children listen intently to stories and confidently use story-book language to retell stories from memory.
- The childminder and her assistant know the children they look after well. They have a good understanding about what children need to learn next and support them in achieving the next steps in their learning overall. However, at times, the assistant does not adapt her teaching during activities with mixed-age groups well enough. On occasion, the learning experiences the assistant provides do not

fully match the individual learning needs of younger children participating to help support their full interest and engagement. Nonetheless, overall, children make good levels of progress in all areas.

- Partnerships with parents and other settings children attend are effective. Parents receive regular updates about their children's development and how they can support their learning at home. The childminder communicates well with other settings children attend and implements a consistent approach with them to support children's learning.
- Children develop their physical skills well. For instance, they use ride-on toys to help them develop control over their own bodies. Children eat balanced and nutritious meals and learn about healthy lifestyles. They talk about how plants grow and learn about where fruit and vegetables come from.
- The childminder supports children's communication skills effectively. She regularly sings songs and models language during activities. Younger children enjoy learning actions to songs. They develop their vocabulary and understand what words mean. Older children are confident communicators and can explain themselves clearly. However, there is scope for the childminder to increase the opportunities children have to use their home languages in their play and learning, to further aid their good language development.
- The childminder seeks many opportunities for professional development. She also monitors and supports her assistant well to help develop their practice and skills. The childminder evaluates her setting well. She recognises the strengths and any areas that need improvement to help maintain good-quality education and experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding duty and know how to maintain children's welfare. They understand the possible signs that may indicate a child is at risk of harm and how to report their concerns. The childminder implements effective procedures to keep children safe. She ensures assistants have been vetted, to confirm they are able to work with children. The premises are safe and secure. The childminder completes effective risk assessments of the setting to help recognise and remove any potential risk to children.

What does the setting need to do to improve?

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

- continue to strengthen the assistant's teaching practice to enhance younger children's interest and participation during planned activities
- extend opportunities for children to use their home language in their play and learning, to further aid their good language development.

Setting details

Unique reference number	EY561042
Local authority	London Borough of Waltham Forest
Inspection number	10191152
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Leyton in the London Borough of Waltham Forest. The childminder operates Monday to Friday from 7am to 6pm all year round. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and the childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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