

Childminder report

Inspection date: 4 July 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this friendly childminding setting. They show they feel safe and secure, readily going to the childminder to share their play experiences and for cuddles. The childminder recognises when the children are hungry or tired and swiftly attends to their needs. Children show positive attitudes to their learning and concentrate well on activities that interest them. For example, they demonstrate imagination as they make soup and bread from play food. They have fun practising their muscle skills as they sort the play food and stir it all together in a pan.

The childminder has high expectations for all children. She models positive behaviour and good manners, which helps children to understand what is expected of them. Children's behaviour is good and they listen well to the childminder. The childminder consistently praises and encourages children, which helps to build their self-esteem. Children enjoy regular trips in their local area, including to the local playgroup and the library. This provides them with the opportunity to socialise in larger groups and to develop the social skills that help them to prepare for nursery and school.

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

- The childminder forms positive relationships with children. She joins in their play and makes sure that they are happy and have fun. For example, she laughs with them when they lift 'fried eggs' in front of their face and pretend to have 'egg eyes'.
- The childminder collects detailed information from parents when their children first start. For instance, she finds out about children's interests, current levels of development and their routines. This helps her to provide good consistency in care and learning from the beginning. In addition, she regularly shares updates of children's learning and development with their parents. This includes sharing information about supporting children's learning at home.
- Children's early mathematical skills are supported effectively. The childminder uses mathematical language to help children learn to count and to recognise colours, numbers and shapes. Children explore size and speed as they play with cars and a garage. They work out that smaller cars fit on the ramp better.
- The childminder teaches children about differences and similarities in people in various ways. For example, she ensures that the environment has positive cultural images, books and role-play resources for the children to explore.
- Children develop an interest in books. They enjoy listening to stories and looking at the books they have chosen.
- The childminder helps children to learn about how to keep healthy and stay safe. Children learn to wash their hands before eating and after playing in the garden.

The childminder works with parents to ensure that the contents of children's lunch boxes are healthy and balanced. Children have daily access to fresh air and physical exercise. Furthermore, the childminder reminds them about safety rules while they are playing.

- Children develop good physical skills. They improve their stamina and coordination as they jump, climb and bounce on the equipment provided.
- Children's communication and language skills are well supported. The childminder talks to the children about what they are doing, modelling conversation and introducing new words.
- The childminder accurately assesses children's development. For instance, she completes the progress check for children aged between two and three years. The childminder identifies next steps for learning in order to build on children's skills.
- Children behave well. They show an understanding of boundaries and respect for the childminder. For instance, they immediately respond to her request to tidy some toys away before getting others out to play with.
- The childminder evaluates her practice and she is committed to making improvements. For example, she plans to attend further training opportunities to support children with special educational needs and/or disabilities further.
- Children are curious and have opportunities to choose their own play. However, in her enthusiasm, the childminder sometimes jumps in too quickly to do things for children. She does not always recognise when to intervene in children's play and when to allow them to lead their own play in order to enhance their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms that may suggest a child is at risk of harm. She understands wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation, and knows how to act in case of concerns. In addition, the childminder knows how to report any allegations made against herself or her family. She maintains a clean and tidy home and supervises the children well. This helps to provide a safe environment for them to play. The childminder keeps her paediatric first-aid qualification up to date, further promoting children's welfare.

What does the setting need to do to improve?

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

- recognise when to intervene in children's play and when to allow them to play by themselves to fully support their own ideas.

Setting details

Unique reference number	EY373495
Local authority	London Borough of Waltham Forest
Inspection number	10104742
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 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2008. She lives in Leyton, in the London Borough of Waltham Forest. She cares for children from Monday to Friday, throughout the year. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Damiana Cornacchia

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 showed the inspector the areas of her home used for childminding, and discussed her curriculum and how she operates her practice.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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 2022