

Childminder report

Inspection date: 31 August 2022

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

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by the childminder and her assistant when they arrive. They immediately go to play with their friends and are clearly very happy to see them. The environment is well organised and safe. The childminder and her assistant know the children extremely well. They use this knowledge to plan a wide range of interesting activities, based on children's interests and needs. Creativity is a key feature of the setting. For example, children enjoy painting together outside on large rolls of paper and making their own collages using coloured beads.

Children's personal development is outstanding. They flourish in the childminder's care. The childminder and her assistant are extremely warm and caring. They are attentive to children's individual care needs and place great value on improving their confidence and well-being. This extends to their support for the children's families, which was exemplary during the COVID-19 pandemic. These positive relationships have a very positive impact on children's overall character development.

Children are encouraged to be independent and to do things for themselves. For example, they take off and put on their own shoes, go to the toilet themselves and serve themselves at lunchtime. The childminder praises their efforts and encourages them to persevere when they are finding things difficult. Communication is a strong focus, and children's spoken vocabulary is developing well.

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

- The childminder finds out about children's existing skills and interests when they first start at the setting. She uses this information to plan activities that build on their abilities, helping them settle in quickly.
- The childminder plans a broad curriculum that covers most of the areas of learning. Overall, activities are stimulating and focus on what children need to do next. For example, current learning priorities are designed to prepare children for their transition to school.
- When the childminder and her assistant engage in and direct children's play all children make good progress. However, some of the continual provision activities and resources that children choose themselves do not provide enough challenge for older children. Therefore, they do not make as much progress as they could.
- The childminder understands the importance of improving children's communication and language skills. She and her assistant talk to the children clearly and introduce them to new vocabulary, explaining the meaning of new words. Children who speak English as an additional language are well supported

as the childminder learns words and phrases in children's home language to help them feel secure.

- The childminder teaches the children to respect others and develops their understanding of other cultures and their beliefs. Significant cultural festivals and important events are celebrated across the year. This increases children's awareness of difference and helps them to understand the world they live in.
- Children's behaviour is good. They are very kind and considerate towards each other and the adults who look after them. They enjoy each other's company and understand the importance of sharing and looking after one another. For example, older children show real empathy for toddlers. They join in with their play, sensitively supporting and encouraging them.
- Children learn to keep fit and healthy. They enjoy plenty of physical activity in the garden and on their visits to local parks and playgrounds. They eat healthy food and drink plenty of water to stay hydrated when the weather is warm.
- The childminder regularly evaluates her provision, successfully identifying areas that need to be improved. She works with local advisors and other childminders to support developments in her practice.
- The childminder and her assistant undertake mandatory training and actively seek out opportunities to develop their skills and knowledge further. For example, the childminder has recently undertaken training in how to support children's personal development and well-being. She decided to complete this training as she identified the negative impact the COVID-19 pandemic has had on some of the children she looks after.
- Parents share very positive views about the childminder and her setting, describing it as their 'extended family.' They feel their children are extremely well cared for and their learning is progressing well. They particularly valued the support they and their children received during the pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of how to identify signs that a child might be at risk of abuse. The childminder has appropriate procedures in place to report any potential concerns. The childminder and her assistant undertake regular training to keep their safeguarding knowledge up to date. They supervise the children well and ensure their home is safe and risk free. For example, they carry out regular risk assessments, which help them to identify and remove possible hazards, to keep children safe. All the required documentation and records are in place.

What does the setting need to do to improve?

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

- ensure resources and all activities provide enough challenge for older children, increasing the opportunities for them to make good progress in their learning.

Setting details

Unique reference number	EY483147
Local authority	London Borough of Waltham Forest
Inspection number	10219908
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	4 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder operates her service on weekdays, from 7.45am to 6.30pm. She works all year round, except on bank holidays. The childminder holds a suitable early years qualification at level 3.

Information about this inspection

Inspector

Paul Church

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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