

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and secure in the childminder's home. They respond well to the childminder's warm and encouraging approach as they play. Children make independent choices in their play and access a good range of toys and activities that capture their interest well. The childminder works with her husband, who is a co-childminder. They both have high expectations for children's behaviour. They both give children praise as they play. This helps to develop children's confidence and self-esteem. Children show good engagement and behave well.

Children enjoy exploring a range of vehicles and discussing the sequence of traffic lights. They show good knowledge of road safety and waiting for green before they cross the road. They also like discussing the role of a firefighter and how emergency services help people. Furthermore, the childminder supports children effectively to explore a clock puzzle. This helps to expand their understanding of numbers, shapes and time. In addition, children display developing problem-solving skills when posting different letters in a post box. This helps to develop their fine motor skills and awareness of colours. Children have daily opportunities to play outdoors and develop their physical skills. They also participate in planting and gardening tasks. This helps to expand their knowledge of flowers and vegetables and improves their overall health.

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

- The childminder supports children's emerging speech and language skills well. For instance, she engages in conversations as they play, naming objects and colours and introducing new words. This supports children's interest in discussions and enhances their speech and communication.
- The childminder knows children very well. She carries out regular observations of their interests and plans activities around this to help to close any gaps in their learning. It is evident that children are making good progress in their learning and development.
- The childminder has an effective settling-in procedure in place. For instance, she spends time getting to know children's routines, needs and interests, and plans activities to help them to settle in and feel secure.
- The childminder builds positive relationships with parents. She provides daily feedback on the activities their children have enjoyed and sends photos and updates throughout the day to help them to feel involved in their children's learning. Parents express they are happy with the care and experiences their children receive.
- The childminder establishes good links with the local school that the children attend. They share relevant information about children's learning and behaviour

and try to create good levels of continuity across both of the settings.

- The childminder's interactions with children are warm and respectful. By modelling this positive behaviour, it helps children to learn about expectations and boundaries in an effective way.
- Children are supported to lead healthy lifestyles. For instance, they eat a wide range of nutritious snacks and foods and have daily opportunities to be active outdoors. This helps to promote their overall well-being.
- Children have access to a good range of books and enjoy listening to stories. This helps them to widen their vocabulary and supports their interest in literacy.
- All children that attend have good opportunities to develop their social skills when playing together after school. However, the childminder does not maximise opportunities for younger children to play with other children their own age throughout the day. This would further develop their personal development and provide greater opportunities to practise their sharing and turn taking skills. Furthermore, it would further enhance their understanding of others and the wider world.
- Children receive good support with their learning overall. However, at times, the childminder does not maximise opportunities that arise during play to extend and challenge children's learning to the very highest level.
- The childminder keeps all mandatory training up to date. Furthermore, she gains children's and parents' views when making evaluations of the setting. For instance, she sends out questionnaires to gain their opinions on how she can develop her practice and provision even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She completes safeguarding training to help ensure she keeps abreast of any changes in relation to protecting children's welfare. The childminder recognises a range of signs and behaviours that may indicate a child is at risk of harm. She also understands the importance of keeping detailed records and reporting any concerns to gain swift support for a child. The childminder keeps her first-aid training up to date. This helps her to have relevant knowledge of how to respond to a medical emergency if one was to arise.

What does the setting need to do to improve?

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

- build on opportunities to support young children's social development even further and help to broaden their understanding of the wider world
- make the most of opportunities that arise during children's play to challenge their learning to an even higher level.

Setting details

Unique reference number	156149
Local authority	London Borough of Waltham Forest
Inspection number	10234270
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 1993. She lives in Chingford, within the London Borough of Waltham Forest. The childminder provides care on weekdays, from 9am until 6pm, throughout most of the year. She works alongside her husband, who is also a registered childminder at the premises.

Information about this inspection

Inspector

Amy Mckenzie

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 childminder.
- The inspector carried out a number of observations and assessed the quality of education.
- The inspector viewed the childminder's home to ensure it is safe and suitable to care for children.
- A range of documentation was viewed, for instance the childminder's first-aid certificate and public liability insurance certificate.

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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