

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy lots of care and attention, which helps them to feel safe and secure. This is because the childminder places a strong emphasis on children's emotional well-being. Consequently, young children develop positive and close attachments with her. They readily turn to the childminder for cuddles, comfort and reassurance when they need support. She promotes children's communication and language development very well. The childminder talks to them as they play, and extends their vocabulary by adding new words. Children eagerly listen to her read them stories, showing their knowledge of characters and theme. Children persevere well in their chosen activities and show an eagerness to learn.

The childminder acts as a positive role model for children. She provides them with consistent praise to promote their confidence in their own abilities. Children behave well and learn good social skills. They enjoy easy access to a wide range of resources and toys. As a result, children's independence and freedom to explore are enhanced greatly. For example, toddlers confidently care for dolls and feed them. They cut up play food and role-play making the doll's lunch. In this way, children learn about colour, shape, size and number. The childminder ensures that children have a wide range of outdoor experiences. This supports their understanding of other communities and they learn how these differ from themselves. For instance, children enjoy regular visits to parks, the library, play centres and visits to a nature reserve. They make good progress from their starting points in their learning.

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

- The childminder gathers detailed information from parents when children first attend. She is aware of children's individual needs, personalities and interests. However, the childminder sometimes does not use her in-depth knowledge to plan activities that lead on from children's ideas and what they want to play with or do. This said, she is clear about what she wants children to learn next and provides them with a stimulating and age-appropriate learning environment.
- Toddlers build their muscle control, balance and coordination wonderfully. They hold on to furniture and work out how to pull themselves up, encouraged by the supportive childminder. Toddlers eagerly investigate a range of resources within their easy reach. They giggle with delight as they press buttons and pull flaps on electronic toys and show fascination when they hear music and lights flash.
- Children engage in regular physical exercise through daily outdoor play. On the day of the inspection, they enjoyed an outing to the local park. Children proudly push their dolls in buggies as they walk to the park. They laugh happily as they call out 'higher' to the childminder pushing them on the swings.
- Children enjoy healthy snacks and freshly prepared meals. Food provided for

them is extremely healthy and nutritious. The childminder teaches children good hygiene and independence skills, such as eating by themselves and using a tissue to clean their hands and mouth as they eat.

- The childminder is proactive and has a positive attitude towards training. She has undertaken a range of suitable courses which include developing young children's speech and language. The childminder evaluates her provision successfully. For example, she works closely with other childminders and the local authority development officer to set targets for further improvements.
- The childminder works effectively with parents and professionals. She works closely with parents, so children receive continuity of care and make good progress in their learning and development. The childminder keeps parents updated about their child's progress and next steps in learning. She offers parents advice and support for their child's learning at home. Parents comment positively on how happy their children are and the progress they have made in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe in her care. She knows about the potential signs and symptoms of abuse, including extremist views. The childminder ensures she keeps up to date with changes in child protection regulations by completing ongoing training. She confidently describes appropriate recording and reporting procedures if she has any concerns about a child's welfare. The childminder is considerate of children's safety when taking them out in the community. She also ensures that her home is safe and secure, with safety measures such as smoke alarms. Safety gates restrict access to the kitchen and stairs, ensuring children can move around freely and play safely and independently.

What does the setting need to do to improve?

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

- use what is known about children to plan activities that lead on from their ideas and what they want to play with more accurately, to extend their learning even further.

Setting details

Unique reference number	EY459845
Local authority	London Borough of Waltham Forest
Inspection number	10236105
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	6
Number of children on roll	3
Date of previous inspection	2 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Walthamstow, within the London Borough of Waltham Forest. The childminder operates her service on weekdays, throughout most of the year.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- 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 spoke to parents during the inspection and took account of their views.
- The inspector observed an activity and evaluated this with the childminder. The childminder talked to the inspector about how she organises her provision and her curriculum intent.
- The inspector observed the quality of teaching during activities indoors and walked to the park. She assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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