

Childminder report

Inspection date:

22 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the childminder's home. The childminder creates nurturing bonds with children. She communicates with children's parents each day to ensure continuity of care between the home and her setting. This helps children to feel safe and gives them a sense of belonging. Children know that the childminder is close by should they need help. For example, with words of encouragement, children confidently climb on the playground apparatus. This has a positive impact on their personal development.

Overall, children behave well. When children need support with their behaviour, the childminder gently explains to them what good behaviour looks like. She reminds them to use their inside voices. This has a good impact on children's behaviour.

The childminder plans a learning programme to meet the needs of children in her setting. When children join the setting, she observes them, and works with parents to establish their starting points in learning. The childminder uses her knowledge of how children learn to build on what children know now, and what they need to know next. She considers children's interests well. For instance, she recognises that children like to be out and about in parks and woodlands, so she plans these trips regularly and uses them to extend children's learning. This benefits children's next steps in education.

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

- The childminder creates meaningful experiences to help children to practise and enhance their communication and language skills. For instance, children create a photo album and recall past events. Children learn to take turns in conversations. They enthusiastically recall a visit to an animal sanctuary as they happily stick their photos in albums.
- The childminder ensures that children have art materials to develop their expressive and creative skills. However, children do not always use the materials fully, as the childminder occasionally gives children too much direction about how to create their art. This means that children's critical thinking and expressive development are not always fully explored.
- The childminder implements some routines to teach children how to manage their own personal needs. For example, children pour their own drinks. However, the childminder does not always support children to develop these skills further. For instance, when children spill their drinks, the childminder cleans them up. Children who could manage this task and clean up independently are not encouraged to do so.
- Children strengthen their small- and large-muscles skill as they play and have fun. For example, children attempt to climb and balance as they climb outdoors.

The childminder maximises the indoor floor space by carefully organising the resources. Children make circular patterns and straight lines as they paint. Other children build with construction materials and reach for toys. All children have the space to move around and develop their physical skills.

- Children participate in a lively manner as they join in and listen to stories. The childminder uses props and books with flaps to add interest and to build children's vocabularies. She extends older children's learning further by helping them to understand that English is read from left to right. This impacts positively on children's literacy development.
- The childminder makes sure that young children's care needs are as important as their learning needs. She effectively plans for their feeding, cleaning and sleeping needs. This benefits children's health and well-being.
- Partnerships with parents are strong. The childminder works closely with parents, and she values their views and opinions. She shares information with parents about how to support their children's learning further at home.
- Parents speak highly of the childminder and feel that she knows their children well. They praise the childminder for the support that she gives children to settle at the setting, as well as the tips and guidance she gives to them. Parents say that their children are happy and safe at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands safeguarding policy and procedures, and completes regular safeguarding training. She knows how to identify any possible risks to children and who to report her concerns to. The childminder ensures that the environment is secure and safe. She is vigilant and aware of the importance of children's safety. The childminder carries out effective risk assessments and continuously looks at ways to help children to learn how to keep themselves and others safe. She has put a new system in place to move children safely up and down the stairs. This ensures that potential hazards are minimal.

What does the setting need to do to improve?

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

- develop learning programmes to further extend children's critical thinking and expressive development
- support children to develop more self-help skills appropriate to their age and stage of development.

Setting details

Unique reference number	EY382499
Local authority	London Borough of Waltham Forest
Inspection number	10218140
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	0 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	6 December 2021

Information about this early years setting

The childminder registered in 2009. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder holds a childcare qualification at level 3. She operates her service all year round, from 8am until 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a joint observation of an activity together.
- Parents' comments were viewed by the inspector during the inspection. The inspector reviewed documentation relevant to the inspection process.

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