

Childminder report

Inspection date: 12 January 2023

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 are happy and they settled well in the childminder's care. They form close bonds and attachments with her. Children display good social skills as they play together and take turns to use the resources. They have regular opportunities to visit the local playgroup where they play with other children similar to their age. Children develop relationships and friendships with others. They are active and thoroughly enjoy outdoor physical activities, such as climbing and using the slide, and exploring with water and sand in the garden. Children learn to use a range of tools for mixing, cutting and pouring effectively. This helps to develop their coordination and strength in their hands. Children learn to use simple words, emotions and body language to express themselves. They develop very keen interests in stories as they listen and comment on images that they see in the book. The childminder has high expectations of children's behaviour. She sets clear boundaries so they know her expectations. The childminder acts as a good role model and uses good manners for children to copy and learn. For instance, she encourages them to use 'please' and 'thank you' at appropriate times.

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

- The childminder works closely with parents to identify children's starting points and to assess their development. She uses this information to plan a wide range of activities and opportunities for children to make good progress with their development and to move them on to the next stages in their learning.
- The childminder provides stimulating resources, both indoors and outside, for children to play and learn. For instance, children enjoy the tea party in the garden and they learn to use different items while pretending to make a cup of tea. The childminder joins in to maintain their interest, encourage them to use their imagination, and help develop their creative and thinking skills.
- The childminder makes good use of children's play to support their communication and language skills. For example, she interacts with them by using skilful and repetitive questioning, commenting and probing. This helps to support children's listening, understanding and speaking skills.
- The childminder provides good opportunities for children to develop their early literacy skills. For example, she encourages them to use different resources to practise making marks, and uses props while reading, to keep them engaged and to talk about the story.
- The childminder supports children to develop their personal and emotional skills effectively. For example, she encourages them to do simple tasks on their own to help develop their confidence and independence. The childminder offers regular praise for children to let them know that they are doing well and to help develop their self-esteem.
- The childminder works with parents to support children to develop positive

behaviour and to teach them right from wrong. This is to ensure there is consistency to support children's behaviour. The childminder encourages children to listen, follow instructions and be friendly to others. Children learn to behave well. For instance, they show respect to the childminder and play nicely with other children.

- The childminder promotes a healthy lifestyle by providing healthy and nutritious hot lunches for children to eat. In addition, she reads them stories about food, recalls past experiences of planting seeds at the allotment, and encourages them to brush their teeth.
- The childminder supports children to develop their physical skills. She supports them to develop their movement, balance and mobility well. However, the childminder misses some opportunities to support young children's understanding of how to manage risk while they play and learn.
- The childminder makes good use of professional development opportunities to enhance her knowledge and the support she offers to children. For instance, she uses new skills from training to interact positively with children who speak English as an additional language.
- Overall, the childminder evaluates and reflects on her practice well. She obtains positive feedback from parents and other registered childminders. However, the childminder has not focused sharply enough on evaluating her teaching, to get the most out of activities and learning opportunities for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children in her care. She shares her safeguarding policies and procedures with parents so that they know her expectations and how to report any allegations. The childminder is familiar with the signs and symptoms of abuse and neglect. She is aware children may be at risk of being exposed to extreme views. The childminder knows how to report safeguarding concerns to the relevant authorities. She promotes good hygiene practices, such as encouraging the children to wash their hands before handling and eating food.

What does the setting need to do to improve?

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

- enhance young children's opportunities to develop an understanding of how to manage risks themselves
- develop ways to evaluate and strengthen knowledge and enhance teaching even further, to ensure children get the most out of activities and learning opportunities.

Setting details

Unique reference number	EY435736
Local authority	London Borough of Waltham Forest
Inspection number	10235598
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	6
Number of children on roll	5
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, from 8am to 5.30pm, throughout most of the year. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Martina Mullings

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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written feedback shared with the childminder.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and the childminder's paediatric first-aid certificate. The childminder discussed her procedures for safeguarding the children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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