

Childminder report

Inspection date: 20 March 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 confident in the childminder's and her assistant's care. They clearly enjoy spending time in the childminder's home, which is welcoming and safe. Children are enthusiastic learners. They benefit from the well-planned curriculum which she offers. The childminder finds out as much as she can about children from their parents before they start. This helps her plan activities based on children's interests and likes and support their emotional security. Parents comment on how quickly their children settle in.

The teaching of mathematics is good. Children have many opportunities to practise and consolidate their skills. For example, they count their fingers when singing rhymes, decide when the water jug is full and share dough 'fairly' between their friends.

The childminder focuses on the key skills that children need to acquire before moving on to the next stage in their education. Children understand how to behave well. They show consideration for their friends by listening to their ideas during group circle times and sharing toys when playing with them. Children are very independent. They are encouraged to do a range of things for themselves. For example, children use the toilet themselves, wipe their noses and put their tissues in the bin. They tidy away the toys when they have finished playing with them.

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

- The childminder takes her own and her assistant's professional development very seriously. They have both completed a wide range of training to ensure that their skills and knowledge are kept up to date.
- The childminder regularly evaluates the quality of her provision with her assistant. She uses feedback from parents and the outcomes from the local authority's monitoring visits to inform her priorities for improvement.
- The childminder has high expectations for each and every child. She plans a wide range of stimulating activities that engage children in their learning. She observes children regularly, which helps her to identify any gaps in their knowledge and skills. All children make good progress.
- The childminder supports children's communication and language development well. Children listen to stories regularly and sing rhymes and songs to develop their understanding of English. Circle times and large-group activities focus on developing children's speaking skills. Older children benefit from these group activities. However, due to the length of these sessions, younger children become less engaged over time and their attention declines.
- The childminder and her assistant understand how to extend children's learning. They ask questions to deepen children's thinking skills and broaden their

knowledge. Overall, the childminder and her assistant adapt most activities to take account of children's ages and stages of development.

- Children enjoy taking part in small-group activities with their friends. They share and take turns appropriately. For example, when making dough, children pass the spoon to each other, waiting patiently for their turn to stir the mixture.
- The childminder regularly takes children to local stay-and-play groups, the library and music sessions. These activities help to provide children with opportunities to socialise with other children and enhance their learning.
- Children's physical development is good. They play outside in the childminder's garden and visit local parks and playgrounds regularly. Here, they practise their large-physical skills as they run in the fresh air and climb on the equipment.
- Children with special educational needs and or disabilities make good progress. The childminder identifies children's additional needs early and puts targeted support in place. She liaises with external agencies when necessary and supports parents throughout the referral process.
- The childminder and her assistant are positive role models to the children. They encourage children to respect each other and challenge gender and family stereotypes. For example, when singing 'The Wheels on the Bus,' they highlight the fact that dads can say 'I love you' too.
- Parents speak very positively about the childminder. They comment on how much their children enjoy attending and the good progress that they make. Parents value the information and advice the childminder provides. They say she keeps them regularly informed about their children's learning and care needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a very good knowledge of child protection. They understand their responsibilities to safeguard children and protect their welfare. The childminder and her assistant recognise the signs and symptoms of potential risks to children, including exposure to extremist views. The childminder clearly explains the procedures she would follow to report any concerns to relevant agencies. The childminder and her assistant undertake regular safeguarding training to keep their knowledge relevant and up to date. The childminder completes regular risk assessments of her home, ensuring that potential risks are removed and children are kept safe at all times.

What does the setting need to do to improve?

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

- ensure that circle times and large-group activities take account of younger children's learning and development needs.

Setting details

Unique reference number	EY486598
Local authority	London Borough of Waltham Forest
Inspection number	10264156
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 4
Total number of places	11
Number of children on roll	14
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder provides care throughout the year from 7.30am to 5.30pm, Monday to Friday. She works with an assistant and they hold suitable early years qualifications at level 3. The childminder provides early years funded education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk to understand how the curriculum is organised.
- The inspector observed the childminder and her assistant joining in activities with children and discussed the learning that was taking place.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.
- The inspector spoke to the assistant during the inspection.
- The childminder provided the inspector with key requested documentation.

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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