

# Childminder report

---

Inspection date: 5 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children are extremely happy and feel safe and secure. They have developed incredibly strong bonds with the childminder and often lean in for cuddles, which the childminder is always ready to give. Children are enthusiastic, inquisitive and highly motivated to learn. For example, children are delighted to find a snail in the garden and eagerly get a bowl to put it in, so they can have a closer look and gently say hello. The childminder provides children with the highest quality of care, and uses every opportunity to help children learn and develop. She knows the children incredibly well and plans her curriculum around their interests and needs. For example, she visits the local parks and outdoor spaces regularly, as some children particularly enjoy climbing and exploring nature.

Children's behaviour is excellent. They are kind, caring and considerate. For example, they carefully feed the pet tortoise when they go outside. Children offer the inspector lots of toys to play with, making her feel very welcome. The childminder effortlessly explains to the children the reasons why certain behaviours are expected and how some actions might make others feel. Children develop a deep understanding of the emotional skills they need to manage their own feelings. This contributes to the calm and caring atmosphere felt as soon as you arrive at the childminder's home.

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

- The childminder accurately assesses and monitors children's learning. She designs an ambitious and meaningful curriculum for children, which is highly effective. Children's ability to remember what they have learned is evident. For example, when the childminder talks about the caterpillars that are growing, children explain to the inspector that these caterpillars will soon will turn into butterflies. Children go on to find a book that has a butterfly on it. Any gaps in children's learning are quickly spotted and addressed by the childminder. All children make exceptional progress from their starting points.
- Parent partnerships are extremely strong. Parents comment that they appreciate the 'stimulating' and 'well-thought-out' activities that the childminder offers. They feel involved and are kept up to date about what their children are learning and what they need to learn next. They value how happy their children are and the very strong bonds their children have formed with the childminder.
- The childminder provides children with wonderful opportunities to make new connections and deepen their understanding of the wider world. For instance, children benefit greatly from regular outings and visits that extend their social skills, as they mix with other children to help them and enrich their understanding of the community they live in. The childminder has a wide range of books and resources to help children gain an understanding of similarities and

differences, and of cultures different to their own.

- The childminder provides children with countless opportunities to develop their language skills. She is an exceptional listener and gives children plenty of time to process and reflect on what they want to say. She narrates what children have said and repeats it back to them. Children are strong communicators, who are confident to express their thoughts and observations. For example, at snack time, children name all the different foods on their plate and have many meaningful conversations with the childminder and their peers.
- Children are highly independent. The childminder encourages children to try to do things by themselves, but offers lots of praise and encouragement. For example, children persevere when they put their own socks and shoes on, proudly saying, 'Look I did it'. The childminder offers a round of applause and shows genuine excitement for them. Children show the inspector how they carefully cut their banana at snack time, demonstrating strong physical skill as they do. Children's behaviour is exemplary.
- Children develop a deep love for books. The childminder uses a wide range of resources for the children to engage with, as she reads to them. This captures the children's interest and keeps them focused. Books are rotated so they link in with learning. For example, there are various books on minibeasts, which is related to what children have recently been learning about. There are books on toilet training and starting nursery, which is based on the current needs of the children.
- The childminder is passionate and dedicated. She keeps her knowledge up to date by engaging in an expansive range of training opportunities related to what the children need, such as supporting children with their language and communication. She works closely with the local authority and other childminders. She consistently and thoroughly reflects on her practice and what she can do next to help children thrive.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding procedures in place. The childminder places high priority on ensuring that children are kept safe. She is highly knowledgeable on how to identify, report and escalate should she have any concerns about a child's welfare. She is also aware of other safeguarding issues, such as the risks associated with radicalisation and extreme views. The childminder is committed to keep her safeguarding knowledge up to date. The childminder creates a very safe and secure environment for children to play and learn in with confidence. She has rigorous systems in place to identify and remove or minimise risk to children. She ensures that children are supervised at all times. Children learn how to manage their own safety exceptionally well.

## Setting details

<b>Unique reference number</b>	EY394250
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10288849
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	2 November 2017

## Information about this early years setting

The childminder registered in 2009. She lives in Forest Gate, in the London borough of Newham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Laura Rathbone

### 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 setting.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documents, including paediatric first-aid qualifications, insurance and suitability checks.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023