

Childminder report

Inspection date: 26 October 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 in the childminder's inviting home. They are comfortable and very well settled. Children develop close relationships with the childminder. They enjoy her interactions with them during their play and care routines. The childminder supports children to develop a love of books, stories and rhymes. They sit with the childminder while looking at familiar books and help her to tell the story. The childminder encourages children to recall past events that feature in the book to develop their memories. She takes children on daily outings to local woods and lakes to feed the ducks and to collect twigs and leaves. Children bring these items back to the setting to use in creative projects and to take home to show their parents.

The childminder has high expectations of children's behaviour. She teaches children to be polite, share and solve problems. Children play cooperatively together and are kind and respectful to each other. They explore the environment and choose activities and games together. The childminder encourages children to be independent. At lunchtime, children open their own lunch boxes and confidently feed themselves. They wash and dry their own hands, and the childminder celebrates children's successes, no matter how small. Children enjoy all the activities provided and demonstrate a positive attitude to their learning.

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

- The childminder has a good understanding of how children learn. She gathers information from parents before children start so that she is clear about what they already know. This helps the childminder to plan for children's next steps in learning. The childminder uses regular assessments and observations to monitor children's progress. She is confident about seeking appropriate support for children with special educational needs and/or disabilities.
- The childminder undertakes regular training and online research to keep her knowledge and skills up to date. She accesses support from local childminders and the local authority early years advisers.
- The childminder champions children's speech and language development. She introduces new words and asks questions so that children can build on their existing knowledge. As a result, children are confident communicators and are engaged and eager to learn.
- The childminder promotes children's healthy lifestyles. Children have lots of opportunities to enjoy nature in local woods and develop their physical skills. The childminder encourages parents to provide healthy food for their children at lunchtimes.
- The childminder supports children's imaginative play. Children play with dolls and prams for long periods as the childminder encourages their play by modelling the

use of blankets and clothes for the dolls.

- Parents are very happy with the care the childminder provides. They comment on the efforts the childminder makes to share information about children's learning and development and to keep them up to date. Parents note how happy children are to come to the childminder's setting and how they feel that she is part of their extended family.
- The childminder has effective ways to share information with other providers where care is shared for children. She understands the value of this relationship and the benefits to children and their learning.
- Children express their wants and needs, and the childminder is skilled at listening to children. The childminder asks for children's views and opinions, especially in regard to their personal care. For instance, the childminder asks children for permission to change their nappies and thanks them for cooperating.
- The childminder offers children a varied and interesting curriculum that she plans with their interests in mind. She knows children well and understands how to change and modify activities so that children remain engaged and open to learning. Children are curious and interested in the activities that the childminder provides.
- The childminder encourages children to develop some of their early mathematical skills, such as learning about colour, shape and size. However, at times, she does not support children to extend their understanding of numbers and counting. For instance, she does not teach children how a number equates to an amount of objects or help them to identify the correct amount in groups of objects.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She has a secure knowledge of the types of abuse children may experience and the signs and symptoms to be aware of. The childminder knows who and where to report any concerns she may have about a child in her care. She uses risk assessments to check that the play space is kept safe for children. The childminder is also vigilant of potential hazards in venues she visits with children. She has recently updated her paediatric first-aid training to further boost her knowledge.

What does the setting need to do to improve?

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

- extend children's mathematical development, such as by bringing numbers and counting consistently into their play and routines.

Setting details

Unique reference number	141178
Local authority	London Borough of Waltham Forest
Inspection number	10308016
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 1998 and lives in Highams Park, in the London Borough of Waltham Forest. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Laura Coletti

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 childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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