

# Childminder report

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Inspection date: 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 safe. They form strong attachments with the childminder, who is attentive and responsive to their needs. The childminder works hard to offer a supportive and welcoming environment for children and their families. Children receive warm and nurturing care, which helps them to be confident and make good progress in their learning and development. The childminder plans an appropriate curriculum for all children. She offers stimulating activities based on children's individual learning and interests.

Children learn new words as they listen to familiar stories. They cosy up next to the childminder and help to turn the pages as they join in with excitement and anticipation. There is constant chatter between the childminder and children. The childminder skilfully helps children to develop their vocabulary and encourages back-and-forth interactions. She talks to children about their feelings and emotions. The childminder encourages children to name their feelings, which helps them to calm down and manage their behaviour. She plans activities to support children to develop their sharing and turn-taking skills.

The premises are clean and tidy, and the childminder places a strong focus on hygiene and cleanliness. For example, she asks children what they need to do before they eat snack, and they respond by saying, 'Wash my hands'. This contributes to children developing good hygiene and self-care habits.

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

- The childminder plans the transition process well to help new children to settle in with ease. She welcomes parents into her home to ensure that children experience a sensitive separation period. The childminder gathers information from home to help her to build on what children already know and plan for what they need to learn next.
- The childminder encourages politeness throughout the day, to help children to learn to say 'please' and 'thank you'. For example, when she serves children their snack, the childminder models the correct words and allows time for children to repeat them.
- The childminder has a good understanding of how children learn and develop and supports this with the resources she offers. She monitors children's progress and offers activities to support their next steps in learning. The childminder makes learning fun and interesting, which engages children. For example, with support, children learn how to peel and cut bananas at snack time, which helps them to develop their self-help and independence.
- Through sensitive encouragement, the childminder supports children to understand rules and boundaries. She uses a tidy-up song to help children to be

actively involved in the process and develop a sense of responsibility for their environment.

- Mealtimes are a calm and quiet time for children. The childminder models the behaviours she expects, and children know the routine well. She cooks healthy and tasty meals for children. With support and encouragement, children eagerly learn expected eating habits. Through mealtime conversations, children learn that fruit and vegetables are healthy and help to make them 'strong'.
- The childminder offers a well-resourced environment. Children demonstrate a good level of engagement in their play. She plans adult-led and interactive activities well to help children to learn new social skills and develop their concentration. For example, children patiently wait their turn to choose and name a song to sing. However, at times, during free play, the environment is busy and a little overcrowded, so children struggle to independently access the resources of their choosing.
- Children attend stay-and-play sessions in the community with the childminder. This helps them to develop confidence in socialising with other children. Children enjoy regular walks in the local area, as well as visits to the library and the park. This promotes good walking habits and offers exercise to keep children healthy.
- Parents' feedback shows that they value the service they receive. They share that the childminder works closely in partnership and that they feel at ease leaving their children with her. Parents value the wide range of activities the childminder provides, which helps their children grow and develop while they are with her.
- The childminder keeps up to date with developments in the early years by accessing training offered by the local authority. She is a member of childminder support groups, which helps her to keep up to date with developments in her practice.
- The childminder places a strong focus on celebrating differences and similarities. Children have access to a range of diverse books. These facilitate opportunities for discussion and help children to learn about different festivals and languages. The childminder uses resources to help children to understand cultural costumes. However, the childminder does not consistently extend children's learning by helping them to make links between what they already know during their play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she is fully up to date with safeguarding practice through undertaking training. She has a secure understanding of safeguarding processes and procedures. The childminder can confidently identify the signs and symptoms of abuse. She knows what to do if she has a safeguarding concern. Her home is safe and secure, and she undertakes comprehensive risk assessments of her premises daily. The childminder has completed paediatric first-aid training. She has policies and procedures in place for logging accidents, including the safe administration of medication. The childminder supervises children closely, especially

when they are eating, to reduce the risk of a child choking on food.

### **What does the setting need to do to improve?**

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

- support children to access resources of their choosing more independently, such as by considering the organisation of the environment
- use child-initiated learning opportunities to help children to make links in what they know to extend their learning further.

## Setting details

<b>Unique reference number</b>	EY464350
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10305118
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 February 2018

## Information about this early years setting

The childminder registered in 2013. She lives in Walthamstow, within the London Borough of Waltham Forest. The childminder operates throughout most of the year, from 8am to 6.15pm, Monday to Friday. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Rehema Essop

### 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 took the inspector on a learning walk of her setting and explained her approach to supporting children's learning.
- A leadership discussion was held with the childminder.
- The inspector gained some views from parents about the childminder and her setting.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.

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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