

# Childminder report

---

Inspection date: 9 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

The childminder provides a welcoming home-from-home environment for the children in her care. She invests time in getting to know the children and their families. This helps her to plan a curriculum and environment that supports children's interests and individual needs. Children are comforted by reassuring cuddles when they struggle with their feelings. This helps them feel safe and secure. The childminder's sensitive and affectionate interactions support children's well-being and sense of security.

Children show positive attitudes towards learning and are eager to engage in the activities provided. For example, children develop their hand-eye coordination as they use large scoops to empty and fill containers with coloured rice, pasta and lentils. The childminder talks about the size of the containers and encourages children to fill the pots to the top. Children receive positive praise for their efforts, and they then begin to praise the efforts of their peers, imitating the words of the childminder.

The childminder has high expectations for children's learning and behaviour. Her calm and friendly approach encourages children to behave well. When children have minor disputes over sharing toys, the childminder sensitively models and teaches children ways to resolve their disagreements. Children are learning vital social skills, such as turn taking and being kind to others.

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

- The childminder has created a curriculum that is well sequenced, child-led and firmly rooted in the prime areas of learning. She recognises where she can enhance the curriculum, such as outings to support children's emerging learning needs, and includes opportunities for children to explore the world outside the setting. Children frequently attend toddler groups, go on outings to the local parks and shops. These experiences help children to learn about their local community and the wider world around them.
- The childminder carries out effective settling-in procedures that help children settle quickly. She gathers information about what children already know and can do and uses this, alongside her own initial assessments, to plan activities and experiences to support children's transitions. The childminder continually reflects on her teaching and adapts practice to meet the needs of the children in her care. All children make good progress across all areas of learning.
- The childminder supports children to have healthy lifestyles. She provides children with healthy snacks, and they have access to water throughout the day. Children take part in gross motor activities, both inside and outside the setting. They throw and kick balls, and ride wheeled cars around the garden as they

practise coordination skills . The childminder supports children with toilet training, and they are encouraged to be independent in their own care routines.

- Overall, the childminder promotes children's language and communication well. She engages in meaningful interactions with children, and they learn to have back-and-forth conversations. Children intently repeat new words and use familiar words that they hear in play. For instance, as children pretend to spread butter and jam on the toast, the childminder encourages them to discuss and describe the taste and names of the different play food. However, at times, the childminder asks lots of closed questions, which limits the children's language and thinking skills.
- Children benefit from her very well-resourced garden and a wide array of outdoor learning experiences. For example, children collect leaves on nature long walks and use them to make pictures. This helps them to develop physically and increase their knowledge and understanding about the world as they have experience to learn about wildlife and nature.
- The childminder's partnerships with parents are good, overall. The childminder shares a range of information with parents from when children first start. Parents comment that they are very happy with the care their children receive and the regular updates. However, the childminder does not consistently encourage parents to be more involved in their children's learning at home to help children achieve the best possible outcomes.
- The childminder makes good use of professional development opportunities to improve outcomes for children. For example, following on from training, the childminder has learned different strategies to help young children regulate their feelings and help them express themselves.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop questioning skills further to challenge children and encourage problem-solving
- consider ways to further enhance partnerships with parents and support children's home learning to enable greater continuity and best possible outcomes in children's development.

## Setting details

<b>Unique reference number</b>	EY410431
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10316904
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 May 2018

## Information about this early years setting

The childminder registered in 2010. She lives in Leyton in the London Borough of Waltham Forest. The childminder works Monday to Friday from 8.30am to 5.30pm all year round.

## Information about this inspection

### Inspector

Anahita Aderianwalla

### 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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector had a long discussion with the childminder.
- 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.

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 2024