

Childminder report

Inspection date: 10 September 2025

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

The childminder provides a welcoming and safe environment for children. This helps them to feel happy and secure. Children who are new to the setting settle with strong familiarity of the childminder and other children attending. Children arrive eager to play with activities that support their individual development and interests. The childminder plans and provides a curriculum for children to help them build on their skills for the future. For example, as children engage in free drawing, the childminder supports them to create shapes in their drawings and recognise colours.

Children of all ages enjoy the range of various books the childminder uses to enhance their interest in early reading. Children refer to the posters displayed to relate to their feelings and moods. They learn to recognise print on display. Children have very good language skills for their ages. They are confident to engage in conversations with each other or with the childminder.

The childminder promotes positive behaviour. She encourages good manners. Children learn well from the reminders and guidance the childminder provides. They learn when to say please and thank you to the childminder and to each other. Children of various ages play in harmony with little or no disruptions of negative behaviour.

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

- The childminder knows children well. She undertakes regular observations and assesses children's development periodically. This helps her to plan appropriate next steps in learning with children, and to assess for the required progress check at age two.
- The childminder places a strong emphasis on children's communication and language. She ensures that children hear a range of vocabulary. The childminder builds on their developing language by repeating their emerging language clearly. The childminder extends children's vocabulary further with new words linked to specific activities.
- Children of all ages love early mathematics. They learn to count, draw and recognise different shapes. Children also learn to solve problems with cause-and-effect toys. For example, they learn to use bolts and keys with locks to open panels.
- The childminder takes children out in the local community, with regular visits to childminder groups and visits to the local parks. Children have opportunities to celebrate different festivals and celebrations. This helps children to learn about the local community and wider world.
- The childminder ensures that all mandatory training is up to date for herself. She

receives regular updates from her local authority and welcomes the regular support they provide to her in her home. This ensures that the childminder is aware of any changes that need to be implemented. She maintains links with other settings children also attend. This enables her to be consistent to work as a team to support children's individual care and learning.

- The childminder is reflective to ensure that she can continue to evaluate the service she provides. She has taken positive steps to address the recommendations raised at the previous inspection. This means children now extend their learning more consistently and the childminder continues to develop her own professional development.
- Children build on their independence and self-helps skills with support and encouragement from the childminder. For example, they confidently feed themselves from a young age. However, there is some limitation to access additional play of their own choice, due to how the childminder has organised the storage of additional play materials in her home.
- Partnerships with parents and carers are strong. The childminder speaks with them daily and shares updates about their children's learning and development. However, there is a gap in ensuring that every new parent is engaged from the start, in order to seek relevant information about their child's learning and development. This impacts on the childminder not always having sound information for her to assess every child's individual learning from the beginning.
- Feedback from parents at inspection is highly positive. They comment on the how the learning their children achieve is coming from the learning opportunities the childminder offers to them.

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:

- build on children's existing independence and self-help skills to further enhance their learning experiences
- extend on current settling-in processes to ensure that all parents are offered every opportunity to share information about their children's learning from home when children first start attending and ongoing.

Setting details

Unique reference number	141180
Local authority	London Borough of Waltham Forest
Inspection number	10409689
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 February 2020

Information about this early years setting

The childminder registered in 1992. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder is available to care for children Monday to Friday, 8am to 6pm, throughout most of the year. She provides government funded childcare.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The childminder showed the inspector around the premises and showed a range of play resources for children's learning, and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and the children, and spoke to both when appropriate.
- The childminder and inspector discussed her intentions for children's learning and the childminder explained how she supports their ongoing development.
- The childminder provided the inspector with a sample of relevant records and 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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