

Childminder report

Inspection date:

20 March 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happy. The childminder warmly welcomes them into her home. She talks with parents to discover how the children's morning has been. The childminder creates a relaxing and calm environment for the children to start their day. This provides a sense of security and supports their well-being.

Children display positive behaviour. The childminder develops clear boundaries that the children can understand and follow. Children are friendly to their peers as they arrive. They are gentle with younger children and include them in their conversations. For example, they talk about their favourite foods when sitting to eat breakfast, and wait for all children to speak.

The childminder is keen to promote children's independence and social interaction. She uses mealtimes as an opportunity to develop life skills, such as coordinating using a knife and fork. Children are confident to share their thoughts and feelings, for example requesting another slice of toast. They demonstrate good manners, saying please and thank you.

Children have access to a secure garden. They enjoy spending time outside playing ball games. The childminder plans activities around themes, for example children recently made clay hearts to celebrate St Valentine's Day.

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

- Children are welcomed into an environment where their thoughts and feelings are valued. For example, the childminder considers children's early start when setting the morning routine. The childminder gathers children's ideas. She uses these to plan activities around their interests. Children explain how they like crafting. They make bracelets and masks. The childminder considers children's individual needs. She checks in with children who are sitting quietly and speaks softly to them. This supports children to feel included.
- Parents are happy with the setting and report on a safe and nurturing environment. They comment on the trusting relationship between their child and the childminder. Parents appreciate the healthy food options and the childminder sharing the menu with them. They note how the childminder adapts meal choices to suit all children's dietary requirements. Parents value the support the childminder offers. They say children with special educational needs and/or disabilities (SEND), thrive on the care provided.
- Children are extremely independent. They follow the routine, such as clearing their plates from breakfast. Older children pack their bags and put their shoes and coats on for school. Younger children are supported with encouragement as

they pull on their trainers. The childminder praises all children's efforts. This boosts their self-esteem and desire to achieve.

- Children enjoy their time in the setting. The routine and boundaries help them feel safe. Children feel comfortable in the childminder's home. For example, they curl up on the sofa pretending to be a 'seed'. Other children lean in to 'water them' and watch as they stretch and describe themselves as a 'flower'. The childminder engages in conversation with children. She listens to them as they discuss hedgehogs hibernating and praises their knowledge. They enjoy walks through the forest on their way home from school.
- The childminder is aware of her responsibility to safeguard children and has access to support from the local authority. She updates her mandatory training, such as paediatric first aid. Daily risk assessments are completed to ensure the setting is safe. The childminder forms good relationships with the local primary school. She is the link between home and school and shares information with parents and teachers.
- Children actively follow road safety on their walk to school. For example, they instinctively hold hands and wait until it is safe to cross as the childminder talks them through the actions. Older children learn to understand and manage risk. For example, they run ahead on the route to school. The childminder tells them to stop at the next lamp post. Children listen and follow instructions.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	153662
Local authority	London Borough of Waltham Forest
Inspection number	10376556
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	3 to 5
Total number of places	5
Number of children on roll	5
Date of previous inspection	30 May 2019

Information about this early years setting

The childminder registered in 1998. The childminder lives in Chingford, in the London Borough of Waltham Forest. She provides childcare before school and after school on Tuesday, Wednesday and Thursday, term time only. The hours of the provision are from 7.30am, children are walked to the local school/nursery for 8.50am. The childminder collects the children from school/nursery at 3.10pm, she cares for them until 5.15pm

Information about this inspection

Inspector

Karen Wells

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed interactions between the childminder and children.
- Children spoke to/or communicated with the inspector during the inspection.
- The inspector gathered parents' views on the setting through discussions and written comments.
- 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025