

Childminder report

Inspection date: 17 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children, including babies, display that they are very relaxed and confident in the childminder's care. This is because the childminder develops extremely warm, nurturing relationships with them. Children develop their independence skills extremely well. The childminder's enthusiasm and praise helps to develop children's confidence. All children have access to a range of well-organised resources and interesting activities. The childminder nurtures children's behaviour. Older children listen carefully and follow her instructions. The childminder encourages children to share and take turns, and older children are kind to younger children. Children of different age groups, including babies, play wonderfully alongside each other.

Older children use colour markers to colour in a picture of a caterpillar and toddlers explore making marks with chalk. This helps to develop children's early writing skills. Children make good progress in their learning and develop skills for their future learning. The childminder involves children in simple, yet effective, activities that help them to recognise and respect other people's differences. For example, children are supported to learn about the different faiths and cultures of other people and their own. They find out about other children's special days through discussions, food, books and resources. Children regularly visit the park, woodlands and streams. This encourages their understanding of the wider world and energetic play, and greatly benefits their physical health.

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

- The childminder is experienced and her teaching is of a good standard. She gathers a wealth of information from parents when children first start. This supports children and young babies to settle in quickly and with a sense of security. The childminder monitors children's progress regularly and accurately. She identifies any delays such as speech in young children's development. However, she does not use this information as effectively to plan for some children's individual needs and interests.
- The childminder supports children's natural curiosities effectively. For example, children enjoy exploring with sand, water and ice. Older children become absorbed as they work out how to get objects trapped in the ice. Younger children join in and use a range of resources to melt and break the ice, such as pouring water and using a toy hammer.
- Overall, the childminder supports young children's emerging speech and language skills well. She talks with children as they play, names objects, repeats words and uses actions with babies. The childminder sings rhymes and songs during routine activities, such as when children brush their teeth or they are upset.
- The childminder carefully teaches children the importance of following effective

hygiene procedures and safety. For instance, older children learn to use a small knife safely to cut fruit for their snack. They confidently talk to visitors about why they wash their hands.

- The childminder is highly proactive in promoting healthy eating and encourages children to try a variety of foods. She chooses familiar books, such as a story about a hungry caterpillar, to help children to understand the life cycle of a caterpillar and the different foods which the caterpillar eats. Older children retell the story with good recall, while looking at the pictures. They talk in detail about the food that is nutritious or unhealthy for them at every opportunity, for instance, during meals. However, the childminder does not make the most of every opportunity to fully include and engage the younger, quieter children in all activities.
- The childminder's care practices support children's emotional well-being superbly. For example, she works very well with parents and other professionals involved in children's care. The childminder shares information and reports with other settings children attend. She provides parents with ongoing information to help them to support their child's development at home. For instance, she worked closely with parents to help children to overcome their fear of the dark. Parents comment positively about the childminder and the good progress that their children make with the childminder.
- The childminder monitors her provision effectively to drive continuous improvement. Parents and other professionals are involved in this process. The childminder is ambitious in her drive to extend her knowledge and skills further. For instance, she has identified that she wants to improve her English language to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She is proactive and ensures that she completes relevant training and regularly updates her knowledge of safeguarding. This helps her to understand the appropriate processes to follow should she have concerns about children's well-being. For example, the childminder knows what to do if she suspects a child is at risk from abuse and extremism. The childminder ensures that her home and her garden are safe and clean for children, and that any risks are minimised. The childminder carefully teaches children the importance of following effective safety procedures. For instance, older children explain exactly what they must do in the event of a fire. The childminder also ensures that all required records are in place, well organised and completed accurately to fully promote children's welfare.

What does the setting need to do to improve?

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

- use knowledge about younger children's individual needs to plan more precisely to broaden and deepen their learning even further
- explore ways to include younger children more fully in activities to support their learning and further progress.

Setting details

Unique reference number	2535846
Local authority	London Borough of Waltham Forest
Inspection number	10215202
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 5
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Chingford in the London Borough of Waltham Forest. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- A range of documentation was reviewed by the inspector including complaints procedures and paediatric first-aid qualifications.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the curriculum for the children.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- The childminder discussed her procedures for safeguarding children.

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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