

Childminder report

Inspection date: 31 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 are happy in the childminder's welcoming home. They form caring bonds with her and demonstrate that they feel emotionally secure. Children enjoy snuggling on the childminder's lap to look at books. They confidently request their favourite stories and are enthralled as the childminder reads to them. The childminder gets to know the children well and has high expectations for what they can achieve. Children benefit from a wide range of experiences and show a positive approach to learning. They are curious about new toys and confident to try things out for themselves. Toddlers concentrate well as they attempt challenging tasks, such as sorting shapes and posting them into the correct holes. They are interested to learn new skills, such as how to dig and transfer sand using a spade.

Children behave well. They listen to the childminder and respond promptly to requests, such as helping to tidy up after play. Children have a variety of opportunities to meet other people and learn about their community. For example, they visit parks and attend rhyme sessions at a local library with the childminder. This helps them to broaden their friendship groups and to develop important social skills.

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

- The qualified childminder is professional and enthusiastic about her role. She undertakes mandatory training and actively seeks out opportunities to develop her skills and knowledge. The childminder describes how she has made positive changes to her provision. For instance, she uses ideas from training on outdoor play, to further enhance children's understanding and enjoyment of the natural world.
- Parents comment positively on the childminder's service and state that it is more than they could have hoped for. They describe their children's fondness for the childminder and say that they are happy and content in her care. Parents appreciate the detailed feedback that the childminder provides. This includes information on children's care routines and photos of the activities they enjoy. This helps to promote continuity between the childminder's setting and home.
- The childminder is extremely sensitive to children's emotional needs. She creates a nurturing environment, where children are well supported and grow in confidence. Children show that they feel safe and secure in the childminder's care. For instance, toddlers turn to her for comfort when they wake up from a nap and are reassured by her cuddles.
- The childminder provides positive praise and gentle reminders, to help children understand the expectations for behaviour. She explains how their actions may harm themselves or others, such as if they throw sand. However, she can do more to help children learn about their feelings and emotions.

- The childminder recognises that children need to learn independence. She ensures that they have opportunities to make choices and lead their own play. The childminder describes how she encourages babies and toddlers to feed themselves. However, she does not always support them to be independent with other personal care tasks, such as wiping their faces after meals.
- Children make good progress in their learning. They are confident to explore their interests and eager to extend their knowledge. For instance, toddlers display their enthusiasm for vehicles as they play with small toys. They are curious to learn about unfamiliar vehicles, such as a helicopter, and keen to operate the wheels and rotors.
- The childminder promotes children's physical health well. She supplies a wide variety of healthy meals and snacks and sensitively encourages children to try new foods. The childminder provides a range of fun activities, to help children learn about oral hygiene and the importance of brushing their teeth.
- Children have daily opportunities to play and exercise outdoors, both in the childminder's garden and on outings. They develop their physical skills well and acquire good dexterity with their large- and small-muscle movements. For example, toddlers learn to throw and kick a ball with increasing control and skilfully operate the buttons on electronic toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children and undertakes regular training to update her knowledge. She knows about the risks that children may face, such as being exposed to domestic abuse or extreme views. The childminder can identify the signs of abuse and knows the procedures to follow if she is concerned about a child's welfare. She understands what to do if an allegation is made about her or a member of her household. The childminder supervises children well and uses risk assessments effectively to help keep them safe.

What does the setting need to do to improve?

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

- provide more consistent opportunities for younger children to develop their personal care skills, to further promote their independence
- broaden the range of experiences to help children learn and talk about their feelings and emotions.

Setting details

Unique reference number	2547752
Local authority	London Borough of Waltham Forest
Inspection number	10221520
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 1
Total number of places	5
Number of children on roll	2
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 her service Monday to Wednesday, from 7.30am until 5.30pm throughout most of the year. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding, they discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector took account of parents' written feedback, she observed and spoke to children, to find out about their experiences with the childminder.
- The childminder ensured that her documents were available for the inspector to view, this includes her paediatric first-aid qualification and liability insurance certificate.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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