

Childminder report

Inspection date: 6 July 2023

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder quickly. They receive high levels of quality interaction from the childminder. They settle into activities quickly and are engrossed for long periods of time and they play happily alongside each other. The childminder knows the children well and plans activities to support their next stage of development and build on their interests.

Children develop good early communication and language skills. They speak in sentences and take on new vocabulary from a young age. They enjoy storytelling led by the childminder and they enjoy the use of props and acting out the stories they have heard. Children are highly independent in preparation for nursery and school. They help to set out and clear away playthings from a young age and cut their own fruit for their snacks. They are familiar with the daily routine, as they know when they need to wash their hands and when they are to have their meals, snacks and sleep time.

Children welcome the praise and recognition the childminder provides them with for their good behaviour and achievements. They play in harmony with each other and are quick to take direction for sharing resources or waiting to take turns. Children benefit in their learning and development, as the childminder engages with them as a play partner and shows them how best to use the resources. Children are very expressive with their emotions. For example, there is lots of laughter and joy as they play musical instruments or talk to cartoon characters on their toy mobile phone.

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

- The childminder has made considerable progress since her last inspection and raised the standard of the service she provides. For example, she now works with parents at the time of children starting, to seek out relevant information about children's development. She uses this to inform her initial planning for children's next stage of development.
- The childminder plans a balanced and unique curriculum that reflects the children's individual development. She adapts activities quickly and skilfully to ensure all children benefit in relation to their own development. For example, when children play with the play dough, she provides tools that reflect children's differing abilities.
- Children behave well and follow the rules and expectations the childminder promotes. The childminder gently reminds children when they forget to say 'please' and 'thank you', to help them develop values and enable them to develop and maintain good manners.
- Children have regular opportunities to develop their physical skills. They use

tools to help them practise their early writing skills, use musical instruments during rhyme time and use the large equipment in the park to climb.

- Children's early reading skills are supported very well. Children from a young age understand that print carries meaning. For example, children are learning to recognise their names, letters of the alphabet and numbers. Their interest in books is supported very well, as the childminder takes them to the library every week.
- Children learn about problem-solving and mathematics through play. They learn to recognise shapes and compare sizes. They have a variety of puzzles to complete. Children learn to use money and self-serve tills when they go shopping with the childminder during the week.
- The childminder ensures each child is given respect and acknowledgement of them being an individual. She has some resources that reflect race and gender, such as dolls and books. However, she does not consistently support the children to learn about festivals and cultural celebrations that reflect the diverse community she and the children live in.
- Parental feedback is highly positive. They comment on how well the childminder settles their children into her care, how she maintains daily updates with them, and the positive progress their children have made in their development while in the care of the childminder.
- The childminder shares information with parents daily about what their child has done during the day while in her care. However, she does not engage parents to make sure they are well informed about their children's developmental progress and how best they can support their children's next steps in development.
- The childminder welcomes the support of her local authority advisory team. She has worked closely with them since her last inspection to raise the standard of her planning of activities so children achieve better outcomes. She has identified and followed up on areas of interest. For example, she has extended her knowledge of the care of children with specific conditions that she previously was not fully aware of.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for the children and good-quality, safe resources. Risk assessments are undertaken regularly to reflect the different ages and abilities of the children attending. The childminder supports children to develop a strong sense of safety too. For example, she teaches them about road safety when they are out in the community. She teaches children how best to cut fruit to prevent choking and they understand why the safety gates are used. The childminder has a good understanding of the signs that may indicate a child is at risk of abuse. She understands the role of different agencies she must inform of any concerns of possible abuse or allegations made against her.

What does the setting need to do to improve?

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

- build on current systems of communication with parents to exchange information about children's progress and how they can support their children with moving forward to the next stage of their development
- help children develop an even better awareness of diversity to support their understanding of the wider community around them.

Setting details

Unique reference number	2550070
Local authority	London Borough of Waltham Forest
Inspection number	10254484
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 September 2022

Information about this early years setting

The childminder registered in 2019. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, from 8am to 6pm, term time only.

Information about this inspection

Inspector
Shaheen Belai

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas of the home that are used for childminding purposes, and how they are organised to reflect the needs of the children for play, learning, rest and dining.
- The inspector observed the quality of the childminder's teaching skills and her delivery of activities for children during the inspection, and assessed the impact this has on children's learning.
- The childminder informed the inspector about children's developmental progress and her curriculum planning.
- The childminder made available relevant and required documentation for the inspector to view at inspection. This included feedback from her local authority advisory team and mentor.
- The inspector took account of parental feedback for inspection purpose.

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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