

Childminder report

Inspection date: 19 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming and safe home. Her staff build positive relationships with children. They are kind, caring and attentive to children's needs. For example, when children fall, staff swiftly help them up and give them cuddles. They support children's emotional well-being effectively. The childminder and staff have high expectations of children's learning and behaviour. They act as good role models, encouraging children to behave well. Staff successfully support children's curiosity as they play. They provide interesting activities that help children to concentrate and remain engaged for long periods of time. Staff support children's learning well, engaging in their play. For example, when children play with dolls, staff demonstrate how to use specific vocabulary and children learn and repeat key words. Children make good progress in their communication and language development.

Children enjoy singing number songs with the help of staff, who also encourage them to count throughout the day. For example, during snack time, staff encourage children to count the number of fruits on the platter. Children develop their mathematical skills well. The childminder and her staff successfully provide opportunities to challenge and extend children's learning. For example, older children complete more challenging jigsaw puzzles using their knowledge of shapes and space. They develop good problem-solving skills.

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

- Partnership working with parents is strong. The key person works closely with parents to ensure that children's needs are fully met. They regularly share information about the children with their parents and provide strategies parents can use to support learning at home. This strengthens the children's learning experiences and supports positive progress.
- The childminder supports children to develop their personal, social and emotional skills well. For example, she plans opportunities to teach children about different emotions and how to manage them effectively. This helps children learn to build positive relationships with others and manage their own behaviour.
- The childminder and her staff are responsive to children's needs. They know when to assist and swiftly provide support to the children. However, at times, they do not allow children to do things for themselves. This means, on occasion, staff do not consistently encourage children's development of independence. For example, staff collect children's coats from their pegs and help the children put them on.
- During mealtimes, children are encouraged to discuss the different types of foods that are healthy. Children also benefit from learning about dental hygiene.

Staff plan opportunities for children to learn the importance of brushing their teeth. This helps children develop a better understanding of how to live a healthy lifestyle.

- Staff plan good opportunities for children to develop the muscles in their hands. Children enjoy mark making using different resources, such as crayons. This helps children develop their early literacy skills effectively. Children also learn to ride scooters and bicycles with support from staff. This helps children develop strength in their legs and coordination skills well.
- The childminder and her staff are passionate about their work with children. They support children's learning well. The childminder and her staff have good knowledge of what their key children can do and understand what children need to learn next. They plan learning experiences that are focused and that build on children's current skills and knowledge, helping them meet their next steps. This enables children to achieve positive outcomes and make good progress.
- Staff plan opportunities to teach children about different cultures and beliefs well. Children also benefit from celebrating different festivals. For example, children enjoyed celebrating the festival of Holi at their local park. This supports children to feel valued and to develop a deeper respect and understanding of others' beliefs.
- Staff feel well supported by the childminder. They value the opportunities the childminder provides to strengthen their teaching practice. Staff appreciate the ample access they have to different training programmes. This helps them develop a deeper understanding of child development, including how to support children with special educational needs and/or disabilities.

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:

- support staff to consistently provide opportunities for children to further develop their independence skills.

Setting details

Unique reference number	2608984
Local authority	London Borough of Waltham Forest
Inspection number	10300161
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	8
Date of previous inspection	18 May 2023

Information about this early years setting

The childminder registered in 2021. She lives in Walthamstow, in the London Borough of Waltham Forest. She operates from Monday to Friday, 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 3. She works with two assistants, one of whom holds a relevant early years qualification at level 2. Another assistant holds a relevant early years practitioner qualification at level 6.

Information about this inspection

Inspector

Honufa Begum

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 took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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 2024