

Childminder report

Inspection date: 8 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 confident and eager to learn. They are happy and show good levels of concentration and enjoyment in their play. The childminder is caring and nurturing. She plans an exciting and ambitious curriculum that motivates and inspires children to learn. For instance, the childminder ensures children have access to a range of good-quality books, which helps to develop a love for reading and books. She also promotes children's language and communication skills effectively. For example, she reads stories with enthusiasm and uses plenty of repetition of words and phrases to support young children's vocabulary. This supports children to develop confidence to talk in a group situation. The childminder prepares children well for their eventual move on to school.

The childminder has high expectations for children's behaviour. Children behave very well and learn good social skills. They readily follow the childminder's instructions. Older children learn to manage their feelings and are kind and caring towards younger children. The childminder promotes diversity and inclusion in a range of interesting ways. She teaches children about different festivals through music, food, and arts and crafts activities. This helps children learn about the cultures and religions of different people and to be respectful to others.

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

- The childminder has a secure understanding of how young children learn and the development requirements. She carefully assesses where children are in their learning and builds on what they already know and can do. For example, she develops children's literacy skills as they take part in drawing and making marks. She moves older children on by teaching them how to write the letters in their name.
- Children enjoy taking part in group activities for long periods. For instance, they learn to share and use a range of tools safely, such as an electric food mixer. Children eagerly participate as they mix a range of ingredients and fruits to make batter for pancakes. They develop good problem-solving and mathematical counting skills as they weigh and count the different ingredients.
- The childminder provides a range of good-quality toys and resources. For instance, children become engrossed in their learning while playing with cars and dinosaur toys that ignite their curiosity and interest. However, some of these toys are not easily accessible to children either because they are out of their reach or not organised effectively. Regardless, children have the confidence to approach the childminder and ask for what they want to play with.
- Children have plenty of opportunities for fresh air and exercise. For instance, they enjoy outings to the library, local parks and other places based on their interests. Children walk, and some ride their scooters, to drop off and collect

older children from school.

- The childminder encourages children to have regular drinks and healthy snacks and meals. However, she does not always teach the children about the importance of healthy eating. Nevertheless, children learn to be independent as they assist in preparing snacks and practise taking off their coats and shoes.
- The childminder communicates well with parents, which helps to provide continuity in children's learning and development. Parents say that they are pleased with the progress their children are making since attending, and they are grateful for the childminder's support and advice.
- The childminder is a good role model and listens attentively to what children have to say. This helps them feel valued. She sets clear expectations, which supports children's positive behaviour. She consistently acknowledges children's achievements with praise, which supports their emotional well-being effectively. All children, including those who speak English as an additional language, make good progress from their starting points.
- The childminder has met the actions set at her last inspection, which has had a positive impact on children's learning and well-being. She actively seeks training opportunities, stays up to date with good practice and networks with other childminders. She regularly reflects on and evaluates her work and is committed to continuous improvement.

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:

- review the organisation of the environment to allow children to make their own choices about what they would like to play with
- increase further the opportunities for children to learn about healthy eating.

Setting details

Unique reference number	2610381
Local authority	London Borough of Waltham Forest
Inspection number	10298136
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 April 2023

Information about this early years setting

The childminder registered in 2021. Her provision is based in Leytonstone, in the London Borough of Waltham Forest. She operates all year round, Monday to Friday, from 8am to 6pm. She holds a relevant level 6 childcare qualification.

Information about this inspection

Inspector

Rubina Nijabat

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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 2024