

Childminder report

Inspection date:

15 September 2025

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and caring environment full of interesting play opportunities. Children show that they are settled and secure in the childminder's care and that they are eager to learn and contribute. They are enthusiastic and confidently approach activities and tasks. As a result, they are motivated and curious to learn. The childminder has high expectations for children.

Children are sociable and aware of others because they are well supported by lots of encouragement and positive reinforcement. The childminder models kind and thoughtful behaviour and language so that children learn to play well together. They are encouraged to take turns and listen to each other. For example, children take turns to finish the sentences in familiar and favourite books.

Children confidently sound out the letters in their name and link letters to the sounds that they represent. They consider the day of the week at carpet time and recall the day before and changes in the weather. Children thoroughly enjoy these learning routines. They excitedly consider how many children are present and sing the 'good morning' song to each other. Children enjoy playing outside and visiting local parks with the childminder. Children are encouraged to enjoy exercise in the fresh air and make healthy food choices.

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

- The childminder understands what children can do and need to learn next. She takes opportunities to build on what children already know. The childminder knows when to engage with children and when to stand back and allow children to try again for themselves. For example, the childminder attempts to place the puzzle piece in the wrong way up. Children are quick to place the puzzle piece correctly and are delighted when the childminder follows their lead.
- The childminder supports children's communication and language skills effectively. Young children copy familiar words and sentences. They listen well and join in with the actions, while the childminder reads and sings songs with them. The childminder encourages children to enjoy books by providing a wide range of accessible books that children thoroughly enjoy. Children throughout the day select a book and attempt to tell their own story.
- Very young children begin to understand simple mathematics concepts. For example, children listen to the story of 'The Very Hungry Caterpillar' and count the number of plums and different foods. However, the childminder must further consider the size and positioning of visual resources to increase children's engagement with activities.
- The childminder provides healthy snacks that promote children's health. She listens closely to parents' information regarding their children's dietary needs

and preferences. The childminder encourages children to recognise different fruits at snack time and understand that they are good for them. Children enthusiastically walk to the bathroom. They independently position the step and squeeze the soap dispenser. Young children begin to understand that this prevents the spread of germs.

- The childminder supports each child sensitively to be confident and active learners. She encourages children to explore through trial and error, to solve problems and to celebrate their achievements. Children can adjust their own behaviour, and they learn to manage their relationships with others successfully. She uses games and other resources to help children explain how they feel if they are upset or frustrated. This supports children's well-being.
- The childminder has good working partnerships with parents. She uses different ways to keep parents informed of children's progress, such as messages and daily conversations. The childminder offers ideas to parents on how to support children's learning at home. The daily handover informs both the parents and the childminder about any developments that they need to know to support the child.
- The childminder develops her knowledge and skills and has completed a range of relevant and current training. She is reflective in her practice and is confident to change what she has intended to plan for children when progress is slower or faster than initially thought. The childminder's training is sharply focused on enhancing her own knowledge and skills and supporting children's learning further.

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:

- consider the size and positioning of visual resources to increase children's engagement with activities.

Setting details

Unique reference number	2637636
Local authority	London Borough of Waltham Forest
Inspection number	10378316
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	3
Number of children on roll	0
Date of previous inspection	18 November 2024

Information about this early years setting

The childminder registered in 2021. She lives in Walthamstow in the London Borough of Waltham Forest. The childminder works throughout most of the year, from 8am to 6pm, Monday to Friday. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the 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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