

Childminder report

Inspection date: 12 February 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 applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They separate from their parents and carers with ease. Children have a good relationship with the childminder and her assistants, whom they seek for comfort when needed. The childminder gets to know children well when they start to attend the setting. As a result, she is able to respond to their needs promptly. The childminder plans a curriculum that focuses on children's communication, physical and emotional development. She uses her knowledge of children's individual needs to adapt her curriculum and help them to make progress.

Overall, children behave well. The childminder uses phrases such as 'sharing is caring' to explain to children how she expects them to behave towards each other. Children respond quickly to the clear reminders. The childminder frequently praises children's efforts and achievements. This helps to build children's self-esteem. The childminder encourages children's independence. Children are keen to help with small tasks, such as tidying up toys or placing wipes in the bin after they have wiped their mouth.

Children eagerly access books that the childminder makes available for them. They point at pictures and pretend to read. Children show concentration and enjoyment as they listen to the childminder and her assistants at story time.

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

- The childminder knows the children in her care well and has high expectations for every child. She uses her ongoing observations and assessments to plan the curriculum around children's needs and next steps. All children make good progress from their starting points.
- Children's communication and language skills are supported well. The childminder reads stories in expressive ways and uses props, such as puppets, to support children's engagement. Children request familiar rhymes and join in with actions. The childminder uses descriptive language as she joins in with children's play and introduces new words, such as squishy and slimy. Children practise pronouncing new words. This helps to extend their vocabulary further. Younger children babble back and forth, learning how to take turns in conversations. This supports all children to become confident communicators.
- Children learn about healthy habits. They enjoy healthy, home-made meals. The childminder encourages children to wash their hands regularly, and she explains why it is important to do so.
- Children play well alongside each other and demonstrate positive attitudes towards their learning. For example, they concentrate and thoroughly enjoy playing with coloured pasta. They use scoops, tongs, and pour from one

container to another with control. This helps to develop children's problem-solving skills.

- The childminder teaches children to respect others. Children learn about different cultural celebrations. This helps to develop their understanding of their community and the world in which they live in.
- Overall, daily routines are planned well. However, times at which children move through the different routines of the day, such as lunchtime and nap time, are less well considered. Children are required to wait for extended periods of time. On these occasions, children sometimes become unsettled.
- Partnerships with parents are positive. The childminder seeks parents' views through questionnaires and reviews her provision accordingly. For example, she introduced a monthly newsletter to give parents a better overview of her plan and important dates as requested. Parents comment that their children are happy to attend the setting. The childminder collects information from parents from the start about children's interests and needs. She updates parents on children's progress through verbal handover. That said, the childminder does not routinely provide parents with ideas on how to support their children's learning at home in order to promote a consistent approach to children's learning.
- Children develop their physical skills well. For example, they enjoy moving their bodies in different ways, following the rhythm of songs. The childminder encourages younger children to pull themselves up and to stand and cruise around low-level furniture. Older children competently pedal on tricycles. Mark-making opportunities are readily available for children to access when they choose to.
- The childminder reflects on her practice to make improvements. She works with a local authority adviser to help her keep her knowledge and skills updated. The childminder makes sure that her assistants understand and implement policies and procedures consistently.

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 some transitions to reduce children's waiting time and maximise their learning
- extend ways to consistently keep parents informed about daily routines and what they can do to support children's learning at home.

Setting details

Unique reference number	2671307
Local authority	London Borough of Waltham Forest
Inspection number	10367913
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 2
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the London Borough of Waltham Forest. The childminder operates each weekday, from 8am to 6pm, throughout the year. The childminder holds a relevant childcare qualification and works with an assistant.

Information about this inspection

Inspector

Damiana Cornacchia

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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.

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