

Childminder report

Inspection date: 11 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming space for children. She finds out about children's individual preferences, abilities and interests. This enables her to tailor children's care and learning to meet their individual needs. Therefore, children settle quickly and develop close and affectionate bonds with the childminder. They show that they feel happy and secure in her home.

The childminder has high expectations for all children. She provides gentle reminders about boundaries and lots of praise for positive behaviour. This helps children to understand the rules and routines in the setting. There is a good focus on children's independence and sense of responsibility. For example, the childminder teaches children to wash their hands, pour their drinks and help prepare fruit at snack time. This helps children to feel confident about what they can do. They show positive attitudes to learning.

The childminder provides a broad curriculum, to help prepare children for their next stages in learning. She monitors children's progress closely and has a clear idea of what they need to learn next. The childminder skilfully incorporates different areas of learning into the activities. For instance, as children play with brightly coloured dough, she introduces new words, encourages counting and supports sharing. Children gradually build on what they know and can do during these playful experiences. They make good progress from their starting points.

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

- The childminder puts a lot of thought into her curriculum, so that children learn from a wide range of interesting and fun experiences. This helps to motivate children and nurtures their enjoyment of learning. For example, the childminder uses children's love of playing with dolls to support their self-care skills. Children show high levels of determination as they learn to dress the dolls. They are keen to tackle buttons and zips and show pride and excitement at their achievements.
- The support for children's language and communication is a strength. The childminder provides a language-rich learning environment, with lots of songs, stories and meaningful conversations. She introduces a broad range of vocabulary and asks thought provoking questions, which help children to recall and use new words. Children become confident talkers and effective listeners, they express their thoughts and needs extremely well.
- The childminder provides some effective support to help children regulate their behaviour. For instance, she uses timers to encourage fair turn taking, because she knows this makes waiting more manageable for young children. The childminder teaches children that there are different emotions, such as by looking at pictures of facial expressions. However, she does not consistently help

children to recognise their own feelings and to think about how their behaviour may affect others.

- The childminder promotes healthy lifestyles for children well. She provides nutritious meals for children and teaches them about good oral hygiene. Children learn that there are lots of fun ways to keep fit and active. For example, they enjoy playing 'the floor is lava' each morning. Children have great fun as they move their bodies in different ways, to energise themselves for the day ahead.
- Parents are very complimentary about the childminder's provision. They say their children talk about the childminder with great affection and always look forward to seeing her. The childminder ensures that there is a regular exchange of information with parents, to support children's care and learning needs. She develops good links with staff at other childcare provisions that children attend, to help her continue children's learning in her setting. This shared approach contributes effectively to children's well-being and development.
- The childminder is committed to the continued development of her childminding service. She reflects on her practice and identifies what she does well and what she can improve further, to enhance children's experiences in her care. For example, the childminder has completed training about 'school readiness'. This enables her to ensure that her curriculum covers the skills and knowledge children will need when starting school.

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:

- further support children's understanding of feelings and emotions, to help them better regulate their behaviour.

Setting details

Unique reference number	2672179
Local authority	London Borough of Waltham Forest
Inspection number	10354798
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Chingford in the London Borough of Waltham Forest. The childminder operates her childcare service Monday to Thursday between 8am and 6pm, throughout most of the year. She offers funded early education for children up to four years of age.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation.
- The childminder showed the inspector the areas of her home used for childcare and discussed how she ensures they are safe and suitable. She provided relevant documents on request.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact this has on children's learning.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the curriculum.
- The inspector observed and spoke to the children, to assess their views and experiences in the setting. She also took account of parents' written feedback.

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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