

Childminder report

Inspection date: 6 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 thrive in the care of this kind and nurturing childminder. They develop strong, warm relationships with her and seek cuddles when they need reassurance. The childminder knows the children well and is responsive to their needs. She creates a stimulating learning environment and plans activities based on their individual interests. Children are excited by learning and confidently choose to explore their favourite toys, such as animal puppets. They make the sounds of animals and say, 'quack quack'. They squeal with delight when the childminder copies them, and this helps them learn in a fun and enjoyable way.

The childminder's curriculum has a clear focus on supporting children to develop their social skills and become independent learners so they are ready for starting school. Children make good progress from their starting points. From a young age, they are developing their independence well. They can make choices, feed themselves and fetch their drinks.

The childminder supports children's emotional well-being effectively. She is skilful at distracting unwanted behaviour, gently diverting attention to more positive activities when necessary. She provides children with lots of praise and encouragement. This enables them to grow in their confidence and self-esteem. Children learn to listen and follow instructions. For example, they help to put the toys away, which contributes to giving them a sense of responsibility.

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

- The enthusiastic childminder puts an exciting and varied curriculum in place. Children take part in purposeful learning across all areas of the early years foundation stage. The childminder provides a wide range of resources to link and embed children's learning. For instance, children learn about animals through pictures and sounds in books and sing 'Old MacDonald Had a Farm'. They dip toy animals' feet in paint and print them, saying 'stomp stomp'.
- The childminder promotes children's good health and well-being effectively. She provides home-cooked, nutritious meals. Children have lots of opportunities to develop their core muscle strength. For example, they use the well-resourced garden to run and climb. They develop control of their hand movements as they use the paint brushes and hold pencils.
- The childminder understands the importance of helping children to develop their speech and communication skills. She uses clear language as she talks with them about what is happening. She introduces new vocabulary. For example, children snuggle with her to feel the different textures in a book, and they listen to words such as 'smooth', 'rough' and 'hard'. This supports children to make connections in their learning of new words and to become confident

communicators.

- Children have many opportunities to learn outside the setting. They enjoy trips to local parks, the library, stay-and-play sessions and places of interest, such as the local fire station. This builds on children's understanding of their local community and the world. Furthermore, it enables children to develop their emerging social skills in larger groups and form new friendships.
- The childminder demonstrates a good understanding of how young children learn. Overall, she observes them carefully at play and encourages them to make their own decisions. However, occasionally, the childminder is quick to help children when they can work things out for themselves, if given the time to do so. This does not allow children to fully practise and extend their own learning.
- The childminder supports children to develop a positive sense of identity. Books and toys reflect a diverse society, and children take part in a range of celebrations and festivals that reflect the children who attend as well as the wider community.
- The childminder and parents work together to offer a consistent approach for children. She involves parents in all aspects of their children's learning and development. For instance, she shares information about their children's progress and makes suggestions on how they can support learning at home. Parents comment that, 'She really cares. She is dedicated and passionate.' They say, 'Children absolutely thrived under her care, and as a result, they have confidently settled at nursery.'
- The childminder is reflective in her practice. She identifies areas for improvement in activities she delivers and knows how to make positive changes. To enhance her continuous professional development, she attends relevant training. She develops good links with other childminders to bring new ideas into the setting.

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:

- provide enough time for children to try activities for themselves and gain the competence to extend and apply their own ideas at play.

Setting details

Unique reference number	2679472
Local authority	London Borough of Waltham Forest
Inspection number	10372218
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Higham Hill, in the London Borough of Waltham Forest. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jaswinder Rakhra

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The inspector took account of parents' written views.

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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