

Childminder report

Inspection date: 19 May 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

The childminding team works well together to provide a flexible routine that meets individual children's needs. The childminder provides a welcoming environment and supports children to settle easily. This helps all children to form close bonds and attachments. The childminder encourages all children to move around freely to explore the resources accessible to them. All children can clearly demonstrate their interests and learn to express their needs well. They learn to be confident, independent and resilient. Children learn to persevere and take risks while engaging in challenging tasks, such as climbing and sliding on their own.

The childminder has high expectations for all children's learning. They provide stimulating activities to develop their skills. For example, older children enjoy looking through books and talking about the images. Younger children enjoy exploring with locks and sorting puzzles. All children visit the local fire station and post office to learn about people and their roles.

The childminding team act as a good role model for children and they set clear boundaries to teach them right from wrong. This helps children to behave well. They learn to listen and show respect to others.

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

- The childminder observes, assesses and plans children's learning effectively. This helps children to make good progress with their development, in relation to their starting points. For example, children demonstrate good understanding and they follow simple instructions effectively.
- The childminder makes good use of opportunities to develop children's personal, social and emotional skills. For instance, children make decisions about their play and they learn to take turns to use the resources.
- The childminder provides age-appropriate resources, such as a see-saw, ball pit and tunnel, for children to strengthen their physical skills. This help children to develop good balance, coordination and mobility.
- The childminder supports older children to develop their mathematical skills well. For instance, they encourage them to count the resources and to recognise numbers printed on puzzles.
- The childminder provides very good opportunities for children to develop their understanding of the world. For example, through role play, books and trips children learn about living things, cultures and the community.
- The childminder supports children to use their imagination and creative skills while engaging in activities, such as dressing up and art and craft activities. Children learn to pretend and they use their creativity to bring their ideas to life.
- The childminder and assistants support children to develop good behaviour. For

example, they encourage them to be kind and helpful to others. Children display good manners as they use please and thank you at appropriate times.

- The childminder and assistants work closely with parents to share information about their children's learning and development. Parents' written feedback highlights that they are satisfied with the care and activities offered to their children.
- The childminder ensures that the team continues with professional development and use their new knowledge and skills well. For example, following training, children are supported to develop healthy lifestyles, and this includes learning about brushing their teeth.
- The childminder considers feedback from her assistants, parents and children when evaluating the provision. She consistently reflects on what is going well and identifies areas for development. For example, she recognises that forming positive relationships with children and their parents is a strength of her provision.
- The childminder is beginning to develop children's literacy skills well. For example, there are a range of books and children are encouraged to listen to stories. However, the childminder does not make suitable mark-making resources accessible to older children consistently, to support the development of their early writing skills.
- Generally, the childminder supports children's communication and language skills well. However, there are times when younger children are less encouraged to be vocal. For example, during large-group activities the team do not ensure younger children get time to respond when older children are keen to dominate the discussions.

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:

- increase opportunities for older children to strengthen their early writing skills
- make better use of group activities to develop younger children's communication skills further.

Setting details

Unique reference number	2683930
Local authority	London Borough of Waltham Forest
Inspection number	10388323
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	0 to 4
Total number of places	18
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Leyton, in the London Borough of Waltham Forest. The childminder operates Monday to Thursday, from 8am to 6pm, throughout most of the year. The childminder works with two assistants. They hold childcare qualifications at level 3.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminding team how they implement the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed children and she spoke with the childminder and assistants during the inspection.
- Parents provided written feedback about the childminder to the inspector.
- The inspector reviewed relevant documentation, including attendance records and the childminder's paediatric first-aid certificate.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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