

Childminder report

Inspection date: 25 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend with the childminder. They confidently explore the wide range of well-thought-out activities and resources. Children's interests and needs are at the heart of the childminder's practice. She creates exciting learning opportunities that spark interest and that are stimulating for all children. For example, children show pride and concentration as they 'cook' food for the childminder and the inspector, using the role-play resources. They independently start to draw circles on the boards and explain 'I need to do my work, I need to write circles.'

The childminder is passionate about creating a nurturing and loving environment. She develops very strong bonds with the children. There is a true sense of joy and belonging in the childminder's home. Children are settled and secure. They recall previous knowledge that they have learned with the childminder. For example, they explain that 'worms do not have legs' and show the inspector how worms move. The childminder responds with genuine interest and wonder to what children have to say. She encourages them to consider what else they can remember, for example the worm house they have built in the garden.

The childminder is a positive role model and has high expectations for all children's behaviour. Children behave very well. For example, children know to take their plates to the sink once they have finished eating their snack. The children spend a lot of time in their local community. For example, they attend weekly playgroups, where they learn to socialise with others and be part of a bigger group of children.

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

- Children make good progress and are well prepared for the move to the next stage of their learning, such as nursery. The childminder carefully monitors children's progress and is confident to adapt her curriculum to meet the needs of all children. She uses her experience and her observations of children to help her understand how they are developing and to plan what they need to learn next.
- Children's developing vocabulary is supported by a great deal of natural conversations. The children and childminder constantly talk to each other, sharing their thoughts and ideas. For example, children discuss what their favourite colours are and the childminder asks them if they can predict what her favourite colour is. As they brush the childminder's hair, they smile and declare 'you look beautiful'. Books play a very big part of the childminder's curriculum. For example, children select books of their own choosing and confidently and clearly go through each page, explaining what happens in the story.
- The childminder encourages children to develop healthy attitudes to food and their physical health. Children explain that they need to 'wash off germs and dirt'

after being outside. They are proud to independently cut their own fruits at snack time and pour their own water. The childminder offers many opportunities for children to do things for themselves. However, on some occasions, she does not always explain why certain actions are needed to keep us safe. For example, the reasons why we must cut grapes before eating and why drinking water is important.

- Parents speak very highly of the childminder. They value her dedication and care that she shows towards the children and feel that 'she is part of the family'. They comment that their children have made a lot of progress, particularly around language and communication. They explain that they feel supported and guided by the childminder. For example, she has worked closely with them in managing children's behaviour and toilet training.
- The childminder builds positive relationships with other professionals. For example, she regularly communicates with local authority advisers and invites them to her home. This helps the childminder to frequently evaluate her service so that she can provide good-quality inclusive care and education for all children.
- Children have many opportunities to develop their physical skills. They enjoy digging with mud and making 'muddy water' in the garden. They smile and laugh as they practise balancing, running and climbing. They show a strong understanding about the natural world and confidently name the different creatures, such as grasshoppers and honeybees, in their books about nature.
- Children are independent and confident to do things for themselves. The childminder implements well-thought-out routines, which children fully understand. Children put their own coats and boots on by themselves and the childminder offers praise and encouragement consistently. The childminder is dedicated to helping all children feel empowered and to have high levels of self-esteem.

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:

- promote children's understanding of why certain processes are in place to keep them and others safe.

Setting details

Unique reference number	EY276720
Local authority	London Borough of Waltham Forest
Inspection number	10363760
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Leytonstone. She operates from 8am to 6pm, Monday to Wednesday, throughout the year. The childminder holds an appropriate childcare qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024