

# Childminder report

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Inspection date: 28 August 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## What is it like to attend this early years setting?

### The provision is outstanding

Children feel exceptionally safe and secure in this nurturing and well-resourced setting. The childminder has thoughtfully organised the space to meet the diverse needs and interests of different age groups. For example, cosy and quiet spaces enable older children to stay engrossed in their library books, while younger children play imaginative games together on the purpose-built balcony. The childminder maintains excellent oversight of all children. She is always on hand to challenge or support children in their self-chosen activities and is generous in her praise. This builds children's self-esteem and confidence in their abilities. They show the highest levels of engagement and concentration as they confidently lead their own play and learning.

The childminder knows the children in her care extremely well and uses this knowledge to deliver an ambitious curriculum tailored to their individual interests and needs. She has a deep understanding of the skills children need to be ready for school and is committed to ensuring that every child develops a 'can-do' attitude. Children flourish in their learning and are very well prepared for their transition to school.

The childminder consistently promotes kindness and empathy. She actively teaches children about the impact their words and actions can have on others. She encourages them to discuss their feelings and equips them with the language to do so. The childminder is consistent in her expectations of children. This is evident as children remind each other of the rules, such as wearing shoes in the garden. Older children act as role models for younger children and enjoy supporting them in their learning. The setting feels calm and purposeful, and children learn to be polite and respectful with both adults and each other.

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

- The childminder is very clear about her curriculum goals. These centre around children developing the 'tools' they need to be ready for school, including their independence and social skills. She articulates that building children's confidence and self-esteem is integral to building positive attitudes towards learning. Children are notably confident, for example, approaching new adults to ask questions and share information about themselves.
- The childminder supports children to develop their emotional resilience. For example, she supports younger children to resolve a minor conflict by encouraging a discussion about how the situation has made them feel. Children develop the language and skills they need to understand and manage their own feelings and to resolve their own conflicts.
- The childminder is an excellent model of spoken English. She understands how

to support language development at different ages. For instance, she models back babbling to babies, introduces new vocabulary to young children and engages in discussions with older children. She reads stories to children using rhythm and intonation to engage even the youngest babies. Children become confident and articulate communicators and demonstrate excellent listening and attention skills.

- The childminder expertly supports mixed-age groups, working skilfully with assistants to meet the needs of all children. For example, she supports children in their play, while assistants ensure that babies get one-to-one support to eat watermelon. Children of different ages play together successfully, for instance, working together to complete a large floor puzzle. They actively listen to each other, taking turns and remaining fully engaged until the task is complete. This demonstrates that the childminder's delivery of the curriculum is highly effective.
- The childminder has the highest expectations of children's behaviour. Older children, who have attended since they were young babies, are patient, respectful and superbly well mannered. The childminder manages challenging behaviours exceptionally well. Her positive, calm and consistent approach ensures that such behaviours cause minimal disruption and have no impact on other children. Over time, children make excellent progress with their understanding of boundaries.
- The childminder provides a multitude of opportunities for children to better understand the world around them. For example, they explore nature during walks in the forest or take the bus together to visit the library and other places of interest. This provides children with experiences to talk about and builds their independence and social skills in different contexts.
- The childminder articulates how important it is that children feel safe and secure in her home. This is reflected in her relationships with children, as interactions are consistently warm, reassuring and often good humoured. Younger children share that they feel safe, happy and calm. Older children explain that they trust their childminder, find her easy to talk to and consider this setting their 'second home'.
- The childminder ensures that excellent communication with families. She provides detailed daily updates about their children's care routines, activities and special moments. Parents speak about the childminder in the very highest terms, referring to her as 'family' and sharing examples of when she has gone 'above and beyond' to meet their needs. They comment that they trust her implicitly and that their children have thrived in her care.
- The childminder is dedicated to her role and responsibilities. Her significant experience is reflected in her knowledge and understanding of how young children learn and what they need to thrive. However, she still reads widely and attends training sessions as often as possible. This demonstrates her commitment to continual improvement and to offering the best possible experiences for children.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY341840                                                                          |
| <b>Local authority</b>                             | London Borough of Waltham Forest                                                  |
| <b>Inspection number</b>                           | 10398161                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 7 October 2019                                                                    |

## Information about this early years setting

The childminder registered in 2006. She lives in Chingford, in the London Borough of Waltham Forest. The childminder works each weekday throughout most of the year. She holds a relevant childcare qualification at level 3. The childminder works with one assistant.

## Information about this inspection

### Inspector

Nicola Baker

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about their experiences with the childminder.
- The inspector observed the interactions between the childminder and the children.
- 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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