

Childminder report

Inspection date: 25 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a home-from-home setting where children demonstrate they are happy and confident. The childminder has good knowledge of each child's individual needs and caters to them effectively. She considers children's interests when planning the curriculum and provides stimulating resources that children confidently select. For example, children spend time taking off the lids of containers. The childminder supports children when they need help. For example, she demonstrates how to put the lid back on several times and provides commentary as she models this. This helps children to successfully put the lid back on and supports them to develop the small muscles in their hands well. In addition, the childminder narrates children's play and uses terms such as 'open' and 'push down'. This helps children to expand their vocabulary and make connections between words and actions, reinforcing their learning through real-time experiences.

The childminder acts as a positive role model. She speaks gently with the children and is highly caring and nurturing. Children demonstrate positive attitudes to their learning and behave well. The childminder supports social interactions and relationships between the children. This helps children to interact well with others, build relationships and play together respectfully.

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

- The childminder knows children well. She understands what they can do and what they need to learn next. She ensures that she focuses activities to help children practise their developing skills. The childminder plans an ambitious curriculum that enables children to make good progress.
- The childminder supports children's language and communication development by acknowledging their chatter and encouraging further vocalisation. She responds using simple phrases and holds back-and-forth conversations with them. This helps children understand and process language in a manageable way.
- The childminder places different toys in the play tunnel to encourage children to practise crawling and shuffling. She also places toys on the sofa to encourage children to practise standing up. This supports children to develop their large-muscle skills well and improves their spatial awareness. This builds on children's confidence and promotes their overall physical health.
- Children are learning to be independent from an early age. The childminder teaches children how to use their 'sippy cup' when they drink water. With the childminder's support and encouragement, they learn to feed themselves. This helps support their fine motor skills as well as their hand-eye coordination. It enhances children's confidence and helps them feel a sense of accomplishment.

- The childminder plans opportunities to support children to explore shapes and develop spatial awareness. Children post different shapes through the matching shape hole. The childminder also counts aloud, saying 'one, two, three' when counting fruit. This supports children to develop their early mathematical knowledge well.
- The childminder regularly reflects on the provision on offer to evaluate the effectiveness of her practice. She evaluates the resources she plans for activities to ensure they have a positive impact on children's outcomes. She ensures that she keeps up to date with mandatory training and reads about child development to enhance her knowledge and skills further.
- The childminder develops strong partnerships with external professionals. She works closely with other local childminders and plans opportunities for children to develop their personal, social and emotional development skills by playing with other children in local parks.
- Parents speak positively about the care their children receive from the childminder. They express they are happy with how quickly their children settle in and appreciate the outdoor trips planned by the childminder that their children benefit from.
- The childminder interacts regularly with children. She readily joins children as they explore, nurturing their curiosity and making learning fun. However, sometimes, the childminder is overly supportive and asks questions or provides too much commentary, impacting on children's full engagement in their play.
- The childminder plans a wide range of learning experiences outdoors, such as regular trips to the local park. Children are encouraged to use their senses to explore trees, animals and plants. This supports children to explore nature and develop knowledge of the world around them.

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:

- review interactions with children to enable them to continue to play uninterrupted and fully engage in their learning.

Setting details

Unique reference number	EY397373
Local authority	London Borough of Waltham Forest
Inspection number	10351673
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 October 2018

Information about this early years setting

The childminder registered in 2009. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder operates from 8am to 5.30pm, Tuesday to Thursday, during term time only. The childminder holds a relevant childcare qualification at level 3. She can accept early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder explained her intentions for children's learning to the inspector.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- The inspector considered written feedback from parents about the setting.

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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