

Childminder report

Inspection date: 17 July 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

The childminder has a calm and respectful manner towards children. As a result, children show that they feel safe and secure in the childminder's home. They smile and laugh with the childminder. When children need help or get upset, they approach the childminder for support and reassurance.

The childminder has developed a curriculum that supports all children to make progress from their starting points in development. For example, children learn about recycling. Older children use litter pickers to collect waste and talk about the different materials they are made of. They use this knowledge to separate the waste into different recycling bins. Younger children develop their hand-eye coordination using the litter pickers with support from the childminder.

The childminder sets rules for children in her home. Children remind each other of the rules. When younger children run inside, older children remind them that they cannot run in the house. Older children tell younger children they should not shout during conflict and talk about taking turns.

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

- The childminder knows children well and which skills she would like them to develop next. For instance, she encourages children to rescue sea creatures trapped in ice, and younger children learn to problem solve. They use different tools to break the ice. The childminder develops older children's investigative skills. Older children make predictions about using hot or cold water to melt the ice. The childminder knows how activities can be adapted so they are age appropriate for all children.
- The childminder teaches children to develop an understanding of how they can keep themselves safe. For example, when going outdoors, children explain why they need sunscreen, hats and their water bottles. Furthermore, the childminder teaches children about road safety. Children learn about moving vehicles and traffic light rules and crossings.
- Children's communication and language skills are a priority for the childminder. She plans activities that are relevant and engaging. For instance, when children explore beach-themed sensory play, they talk about the 'soft sand' and 'shiny water'. Children talk about the different emergency services they may see at the beach during their visits. The childminder's interactions are purposeful and children share back-and-forth conversations with her.
- Children benefit from good opportunities to develop their independence. The childminder encourages them to cut their own fruit at snack times and self-serve their food at lunchtime. Children brush their own teeth after breakfast with a little support from the childminder. The childminder sets out activities where

children develop their muscular strength to push down the pump on soap dispensing bottles. She is keen to support children to become more independent during handwashing procedures. Consequently, children demonstrate high levels of independence and a can-do attitude.

- Although children know the rules in the childminder's home well, they do not always understand the impact of these when broken. Occasionally, when children display unwanted behaviours, the childminder refers them back to her rules. However, she does not tell them how the behaviour impacts others. Furthermore, when children struggle to manage their feelings and behaviours, the childminder does not encourage them to recognise their emotions and feelings. Therefore, some children become frustrated and repeat the unwanted behaviour.
- Partnership with parents is secure. Parents say they work collaboratively to support children's learning and development. The childminder shares information about children's learning with parents. She allows parents to take resources home so they can continue to help their children at home. They praise the childminder for encouraging healthy eating, children frequently visit her allotment and try new vegetables and foods. This helps children to try new tastes.
- The childminder is part of local childminding group with who she shares best practice ideas. They plan local outings and attend forest school once a week. This helps children to develop their social skills by interacting with other children and adults within the community. The childminder completes training with her childminder's network to keep her knowledge up to date.

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:

- explain to children about the impact of any unwanted behaviour so that they gain a secure understanding of why they should behave well
- encourage children to understand how they are feeling and recognise their emotions and feelings.

Setting details

Unique reference number	EY406932
Local authority	London Borough of Waltham Forest
Inspection number	10351454
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Chingford, in the London Borough of Waltham Forest. She cares for children all year round, Monday to Friday, from 8am to 6pm, apart from bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Davinder Dhaliwal

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.

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