

Childminder report

Inspection date:

26 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and nurturing environment that enables children to develop and grow in confidence. She forms strong bonds with children. Children often lean in for a cuddle, which the childminder is always ready to give. Children are confident, secure and very happy with the childminder. The childminder creates an environment that is filled with laughter, kindness and respect.

The childminder has a clear understanding of the skills that children need to develop. Children develop good communication skills. This is because the childminder consistently engages children in genuine and meaningful conversations with them. She models language well and repeats words back to children to correctly support their clear pronunciation. The childminder knows each child extremely well and connects their home-life experiences into their play. For example, when children start moving a pretend aeroplane in the air, she reminds them of their recent real-life experience of being on a plane.

The childminder is a good role model. She is calm and gentle in her approach. Children are patient and kind to each other, including very young children who begin to learn to take turns and share. The childminder ensures that children receive a rich set of experiences in and beyond the setting. For example, children spend a great deal of time at the local park. They learn about the natural world and spot animals, such as turtles and ducks.

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

- The childminder provides a curriculum that is planned to meet the learning needs of all children. She knows children very well and implements appropriate next steps to help them to build on their knowledge and skills. The childminder tailors her practice and interactions to reflect each children's individual interests and personalities. For example, she knows when some children need some extra reassurance and encouragement. The childminder observes children's learning and interests consistently. She knows instantly which resources will spark an interest in children based on her previous observations.
- Relationships with parents are strong. The childminder works closely with parents from the start to gather detailed information about children's early experiences and what makes them unique. Parents speak extremely highly of the childminder, describing her as 'exceptionally kind'. They comment that they appreciate the activities and experiences she provides, such as a lot of time outside, water play and books.
- Children have good attitudes to their learning. The childminder motivates them well, providing meaningful experiences that build on what they know and can do. The childminder encourages children to try new experiences and learn new

skills. For example, children enjoy using paint pens to make marks on paper. The childminder is passionate and offers encouragement and support. However, occasionally, she does not always provide children with enough opportunities to independently make their own choices during focused activities. This does not fully build on children's independence and critical thinking skills as much as possible.

- Children learn how to develop healthy lifestyles. The childminder provides healthy and nutritious meals. She listens closely to parents' information regarding their child's dietary needs and preferences. Children develop good hand hygiene routines and they understand to wash their hands before eating lunch and to use a tissue when wiping their own noses.
- The childminder promotes children's understanding of early mathematical concepts in their play. For example, when children spot flowers in the role-play house, the childminder encourages children to count how many they can see. Children demonstrate a love of books and confidently choose books to look at. The childminder knows which books are children's favourites and, together, they look at these as a group.
- The childminder establishes secure methods of monitoring children's progress. Her consistent approach ensures that any concerns regarding children's development are identified early and strategies swiftly put in place. All children make good progress from their starting points in development. The childminder is reflective and adaptive and is confident in making changes where necessary.
- The childminder supports children's imaginations well. Children show a keen interest as they explore the 'tea set' and kindly offer the inspector some 'cake'. The childminder offers suggestions and ideas, and children confidently build on these. Younger children show a great deal of respect towards each other, as they take turns and gently pass resources to one another.

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:

- strengthen the opportunities further for children to be independent and have more choice during focused learning activities.

Setting details

Unique reference number	EY429679
Local authority	London Borough of Waltham Forest
Inspection number	10355330
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2011. She lives in Walthamstow in the London Borough of Waltham Forest. The childminder operates throughout most of the year, from 8am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The inspector observed the quality of education being provided. She discussed children's progress with the childminder.
- The childminder and the inspector reflected on an activity together.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written feedback provided by parents.

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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