

Childminder report

Inspection date: 3 April 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is inadequate

Significant breaches of the requirements of the statutory framework for the early years foundation stage (EYFS) impact on children's safety and welfare. The childminder's expectations for the quality of the provision are poor. As a result, the childminder does not have effective systems in place to monitor and improve her teaching, practice and the environment in which children play and learn. Children's individual needs are not being met, and all children, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are not making the progress they are capable of.

The childminder has not taken appropriate steps to keep children safe. Young children play in a restricted indoor space, which does not support them to grow in confidence and mobility. Window blinds are shut at the back and front of the childminder's home, restricting natural light. This does not create an enabling environment to support children's welfare or learning. The outdoor play area has several hazards. This demonstrates a lack of prioritising children's safety. The arrangements for safeguarding are ineffective, as the childminder has a weak knowledge in some areas, for example how to report concerns regarding children's safety to relevant agencies.

The childminder's expectations for children's learning are not age-appropriate. She does not know how to sequence children's learning appropriately so that they develop basic knowledge and skills in readiness to learn. Very young children who struggle to settle and become distressed do not receive sufficient time and reassurance from the childminder or any assistants she works with. This does not support children's personal and emotional development or support them to feel safe, secure and happy. This impacts on children's motivation to learn.

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

- The childminder has a poor oversight of the quality of her provision and demonstrates a lack of understanding of the EYFS requirements. This limits the childminder's capacity to make and sustain improvements that assure the safety and welfare of children. Consequently, despite receiving previous actions through a welfare requirement notice, there remain breaches of these requirements.
- The childminder has not devised and implemented a curriculum that is ambitious and meets the needs of all children. The childminder moves from one play resource to another with little purpose and expects children to do the same. For example, children move from cars to a disorganised circle time and then to musical toys within a few minutes, with little engagement or interest from the children. As a result, children do not concentrate long enough to make good progress in their learning.

- The childminder does not sufficiently take account of children's individual interests or stages of development. Young children who need more time to feel secure and settled are expected to begin to count and recognise words and letters by using small phonics flash cards, which are far above their current stage of development. Children also show limited interest in this. This does not support children to make the progress they are capable of or provide opportunities that help them to engage in meaningful play. This has an impact on children's motivation to learn.
- The childminder does not use everyday activities as an opportunity for young children to hear words and the rhythm of sentences. Mealtimes and nappy changing are viewed as practical tasks and not as an opportunity for quality interaction with very young children. The childminder does not successfully create an environment that supports children's emerging communication skills. Children do not have enough opportunities to hear, learn and use words to communicate and take part. The childminder and any assistants mainly only talk briefly with children, often to give instructions.
- The childminder has some knowledge and understanding of how to support children with SEND. However, she does not have secure intentions for what needs to happen in the meantime for children waiting for assessments to be completed. This means children do not receive the meaningful and necessary support that is needed so that they continue to develop and learn.
- The childminder has a weak understanding of effective risk assessment. She has failed to identify and remove several risks to children in the outdoor area, for example a bathtub propped against a fence, discarded computer equipment and sharp brackets. As a result, risks are not minimised to help keep children safe.
- Children have limited space to play in. The childminding areas are crowded with equipment, furniture and storage. This restricts the amount of space children have to move around and explore their environment.
- The childminder does not ensure she has an up-to-date knowledge of safeguarding issues. For example, she does not know the correct procedures to follow in the event of an allegation being made against a person working with children. This means that concerns may not be reported correctly to the local statutory children's services.
- The childminder provides healthy cooked meals. However, food is often used as a way of managing children's behaviour as well as providing something to do. For example, children are given food to pacify them when they are distressed. Lunch is served more than an hour earlier because there are no spontaneous or planned activities to offer children. Furthermore, children are fed snacks and drinks before they are served their meal. As a result, children do not finish their lunch. The mealtime is abandoned, and young children are placed back on the floor. This does not promote healthy eating habits or aid the safe digestion of food.
- Parents feel they can discuss their children with the childminder. She provides an online system for parents, with photos to inform them of what their children are doing.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that there is constant and effective oversight of the setting to consistently meet EYFS requirements	29/04/2025
implement effective support for children with special educational needs and/or disabilities (SEND) so that their needs are always met	29/04/2025
ensure that risk assessment is used effectively to identify and remove or minimise risks to children's health and safety	29/04/2025
ensure that premises and equipment are organised in a way that meets the needs of all children	29/04/2025
ensure a thorough and effective understanding of safeguarding policies and procedures, so that concerns regarding children's safety are promptly identified and responded to through reporting to the correct and relevant agencies	29/04/2025
ensure that children's behaviour is supported, understood, and managed in an appropriate way.	29/04/2025

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
devise and implement an ambitious curriculum that sequences and supports children's learning	29/04/2025
ensure that planning for activities takes account of children's individual interests and stages of learning so that activities are interesting, enjoyable, and challenging for every child	29/04/2025
provide children with high-quality interactions which support their developing communication and language skills.	29/04/2025

Setting details

Unique reference number	EY442806
Local authority	London Borough of Waltham Forest
Inspection number	10395553
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	1 to 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	15 January 2024

Information about this early years setting

The childminder registered in 2012. She lives in Chingford, in the London Borough of Waltham Forest. The childminder works each weekday, from 7.30am to 6.30pm, throughout most of the year. The childminder is registered to work with an assistant. The childminder is in receipt of funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julia Crowley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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