

Childminder report

Inspection date:

22 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder is developing her knowledge of what she wants children to learn and can describe some of the key skills she is supporting children with. She mostly understands what individual children know and can do and what she wants them to learn next. However, at times there are inconsistent expectations for children. For example, teaching very young children to learn letters they are not yet ready to understand. Conversely expectations for children are not always high enough. For example, spoon feeding children in high chairs, when they are able to demonstrate that they ready to progress in their independence.

The childminder helps children to feel safe and secure. Babies are cuddled when they have their milk, and they are sung to when their nappies are changed. They respond with smiles and gurgles to show their appreciation. Children rest during the day within sight of the childminder. However, she does not ensure that each child has appropriate individual sleep provision, such as a designated sleeping area and individual bedding, which is necessary to reduce the risk of cross-infection.

Older children confidently express their feelings and respond positively to praise, such as receiving stickers for eating lunch. They are developing social skills like sharing, taking turns and taking responsibility for tidying up, this helps them to fosters positive attitudes towards learning.

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

- The childminder has made efforts to improve her setting since the last inspection. She has undertaken some professional development. This has included training in special educational needs and/or disabilities. This has helped her spot signs that a child might need extra help and is beginning to understand how to support them. The childminder recognises that she needs to continue on this journey of professional development to further improve her practice.
- The childminder and any assistant she may work with have improved their knowledge and understanding of their safeguarding roles and responsibilities. They have completed further reading and revisited their policies and procedures. They are now clear about the steps they must take in the event of any concerns about children's safety and well-being.
- The childminder works with any assistant to plan activities that help children develop their communication skills. Daily routines include circle time, singing and stories. Children also enjoy guessing games like 'What's in the box?', which help them think and use new words. However, not all children are supported to join in with these group times, so some miss out on valuable learning.
- The childminder supports children's physical development. Children are encouraged to climb steps to access the trampoline, helping them build gross

motor skills, balance and coordination. By allowing only one child at a time, children also learn about safety awareness. Children develop their fine motor skills as they build towers with small bricks.

- The childminder and any assistant support children's conversations. When children express they want to build a tower to reach the sky, children are encouraged to think about what else might be in the sky. This leads to conversations about aeroplanes, the moon and the sun. Children are excited to talk as adults listen and encourage children to share their ideas.
- Children confidently engage in both adult-led and child-initiated play, choosing resources and requesting outdoor play, which supports their growing independence. They are learning about hygiene through handwashing routines. However, inconsistent support for age-appropriate self-care limits some children's opportunities to become fully independent.
- Children behave well; they listen to the childminder when she tells them about the importance of sharing and taking turns. The childminder uses appropriate distraction techniques when younger children engage in unwanted behaviours. Older children are beginning to learn about self-regulating their own behaviours as the childminder guides them to consider how they can compromise. This helps to support positive attitudes towards learning.
- Parents feel well informed about their children's development and appreciate daily updates, photos and observations shared online. The childminder provides written progress reports, but for some children the focus is more on their challenges, rather than on children's achievements. Key next steps to support children's progress are also not always helpful as expectations are sometimes unrealistic. The childminder acknowledges that improvement is needed in this area.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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engage in targeted professional development to deepen understanding of typical developmental milestones across the early years, this will support more accurate and age-appropriate expectations for children's learning and care	31/10/2025
ensure that children's individual sleeping arrangements and bedding are appropriate and promote good hygiene practice.	10/10/2025

To further improve the quality of the early years provision, the provider should:

- improve the planning of group language learning experiences to help all children, including those who may be less confident, or have additional needs, to be able to consistently participate
- encourage all children to develop self-help skills, such as feeding themselves and sitting at the table with their peers, to support their confidence and autonomy.

Setting details

Unique reference number	EY442806
Local authority	London Borough of Waltham Forest
Inspection number	10408757
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	9
Date of previous inspection	3 April 2025

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
Siobhan O'Callaghan

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke with the inspector about how she organises her early years provision, including the aims and rationale for her early year's foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke with the inspector during the inspection.
- The inspector held discussions with the childminder's assistant to gather their views about the setting.
- The inspector spoke with parents during the inspection and listened to their views.

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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