

Childminder report

Inspection date: 25 November 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

Children feel safe and secure with the caring and attentive childminder. They settle quickly and form positive attachments with the childminder and other children. Children look to the childminder for comfort and reassurance and welcome her to play alongside them. The childminder responds to children's needs well. She ensures that they are engaged and interested in their play and learning. Children's behaviours and attitudes are positive. The childminder supports them well to learn to share play materials and understand the feelings of others. Children are proud of their achievements as they receive praise and recognition. They clap when they receive praise from the childminder for their achievements and good behaviour.

The childminder has put in place a curriculum that supports individual children to make good progress. Overall, she organises play materials and activities around children's development and interests. This supports the childminder's approach to child-led play, encouraging children to have more of a say in their play and learning from a very young age. Children show high levels of confidence and independence as they make selections of their own for play. The childminder gives children of all ages time to explore and engage in activities. Children have plenty of time to help set up new activities of their choice and clear away activities. Children from a young age engage in imaginative play very well as they relate to their own life experiences. For example, they use medical toys with skill and awareness of their purpose and use the toy phones, using their developing language to talk.

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

- The childminder observes children and, in the main, plans well for their next steps in learning and development. Children make good progress. The childminder monitors children's development regularly to inform her curriculum plans. This ensures that she supports children with any emerging gaps in their development and identifies what they need to learn next.
- Activities flow well, and children are occupied and interested at all times. The childminder plans a daily routine that allows for change in children's play and community activities. Children develop good skills and knowledge as they engage in a broad range of activities that follow themes, such as learning about different animals and seasons.
- The childminder places a strong focus on building children's communication and language skills. She models language effectively and gives children time to listen and respond to her questions. Children learn new words and start to use them in their play or when they engage in song and rhyme time. Books and storytelling feature strongly in the daily routine. Young infants sit for long periods looking at books on their own or snuggle in the lap of the childminder.
- The childminder promotes children's good health. She offers daily outdoor

activities. Children learn from a young age about personal hygiene and healthy eating. They enjoy a variety of fruits and vegetables for their snacks and drink water regularly. The childminder talks to children when changing their nappies so they are aware of their care needs.

- Children enjoy problem-solving in the main. For example, they learn to count and recognise colours and shapes with a good range of play resources. The childminder provides support for children to make progress generally in this area. However, some activities for problem-solving are beyond children's expectations and too challenging, such as puzzles to support children's learning about different animals.
- Overall, parental feedback is positive. However, as found at inspection and as some parents have confirmed, the exchange of information with parents from the time of their children starting and ongoing is lacking. The current systems are not robust to allow parents to contribute and to be fully involved and informed to help their child to continue their learning in the home.
- The childminder has met previous recommendations well to promote children's independence and support children to learn about healthy habits. She has gained a recognised early years degree since her last inspection. The childminder and her assistants work as a strong team. They communicate their observations of children's learning and about their care needs. The childminder ensures that her assistants are supported to develop their knowledge and skills for the care of early years children on a regular basis.
- The childminder provides daily opportunities for physical development. For example, children learn to build their coordination and rhythm through dance and music sessions. Young infants pick up on tunes and show great joy as they spontaneously use their bodies to move in different ways. Children enjoy action rhymes and use their hands and bodies in various movements.

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 planning and delivery of problem-solving activities to ensure that they reflect children's ages and development
- increase parents' involvement in their children's assessment and learning so they can contribute, be fully included and continue to support their child's development even further at home.

Setting details

Unique reference number	EY445600
Local authority	London Borough of Waltham Forest
Inspection number	10368867
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 February 2020

Information about this early years setting

The childminder registered in 2012. She operates in Upper Walthamstow, in the London Borough of Waltham Forest. The childminder operates her service all year round, Monday to Friday, from 8am until 6pm. The childminder holds a relevant early years degree. She employs an assistant, who has completed a relevant level 3 qualification.

Information about this inspection

Inspector
Shaheen Belai

Inspection activities

- The childminder and the inspector completed a learning walk together of the home and discussed the impact of the early years curriculum she delivers.
- The inspector spoke to the childminder, assistants and children when appropriate.
- The inspector observed interactions and teaching between the childminder, the assistants and the children and evaluated the impact on children's learning and development.
- The inspector gathered written parental feedback for the purpose of the inspection.
- The inspector viewed required documentation provided by the childminder.

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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