

Childminder report

Inspection date: 5 June 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

The childminder and her assistant provide a safe and nurturing 'home from home' for children. They are sensitive and responsive to children's individual needs. This helps children to settle well and form strong attachments with them. Children demonstrate these affectionate bonds, as they chat happily with the childminder and her assistant and invite them to join in with their play. The childminder has high expectations for children's behaviour. She teaches them to be kind to others and to look after the toys and resources. Children respond well to the childminder's gentle guidance. They show that they understand rules, such as helping to tidy up after their play.

The childminder wants all children to achieve highly. She provides a broad curriculum, to help prepare children for the next stages in their learning. For instance, children develop good independence with their hygiene and personal care, which stands them in good stead for starting school. The childminder provides interesting activities and resources for children. This ignites their curiosity and helps them to become enthusiastic learners. For instance, children develop their problem-solving skills as they work out how to release toys animals, which have been frozen into blocks of ice. They persevere and are confident to try out their own ideas.

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

- The childminder monitors children's progress closely, to identify how best to support their development. For example, she recognises that children need to strengthen the small muscles in their hands, in readiness for learning to write. Therefore, she provides fun activities, including threading and painting, which encourage children to practise movements such as grasping and pinching.
- The childminder and her assistant know children well. They tailor the activities to children's individual interests and learning styles, which helps to foster children's positive attitudes to learning. For instance, the childminder carefully chooses the books that she reads to children. She encourages them to participate, by joining in with actions, rhymes and repeated refrains. Children thoroughly enjoy listening to stories, which helps to enhance their imaginations and language development.
- The childminder understands that good communication skills play a key part in children's learning. Therefore, she ensures that children have plenty of opportunities to practise speaking and listening throughout the day. For instance, the childminder introduces children to new words as they look at books and play together. She repeats these words often, so that children remember them and add them to their own vocabularies.
- The childminder supports healthy lifestyles for children. This includes daily

outdoor activities in her garden and on visits to a nearby forest. Children enjoy being active and demonstrate good physical skills as they run, climb and balance.

- The childminder and her assistant are positive role models and praise children for their good behaviour. They step in to help children to solve disagreements, such as by supporting them to share toys. However, the childminder does not always consider how to help children understand their feelings and emotions, to further promote their self-regulation.
- The childminder values her partnerships with parents and is welcoming and inclusive. For example, she finds out about events which are important to children and their families, such as birthdays and religious festivals. The childminder plans activities and experiences, which enable children to celebrate these together. This helps children to understand and respect their similarities and differences.
- Parents are very happy with the care and education that their children receive from the childminder and her assistant. They comment on the excellent communication and state that they are well informed about their children's progress. For example, the childminder provides photos of children's daily activities to parents via an online messaging service. This supports parents to continue their children's learning at home.
- The childminder ensures that all mandatory training is up to date for her and her assistant, to help them to keep children safe and well. She has supportive links with other childminders. They exchange useful information and ideas for good childcare practice, to further enhance her professional skills.

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:

- support children's understanding of feelings and emotions further, to help them begin to regulate their behaviour independently.

Setting details

Unique reference number	EY450781
Local authority	London Borough of Waltham Forest
Inspection number	10339238
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 2
Total number of places	12
Number of children on roll	4
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Waltham Forest. She operates her provision Monday to Thursday, from 8.30am to 5.30pm, throughout most of the year. The childminder holds an early years qualification at level 3. She works with her husband, who is a registered assistant. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas she uses for childminding. She explained about the curriculum and how the provision is organised.
- The inspector spoke to children and observed a range of routines and activities, to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also spoke to the childminder's assistant, to gather his views on the provision and help assess his professional knowledge.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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