

# Childminder report

<b>Inspection date</b>	10 September 2018
Previous inspection date	6 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Children develop strong and affectionate bonds with the childminder. She supports children's play experiences well indoors and outdoors. She plans regular outdoor pursuits that help support children's physical development and learning experiences. For example, children visit museums, local parks and take part in play dates.
- The childminder enhances children's safety in practical ways to ensure their welfare. For example, she monitors children's sleep time using camera devices, alongside visual checks. Furthermore, good safety measures are in place, and children are supervised well during the day.
- The childminder has established strong partnerships with parents. She provides detailed information about children's progress using a wide range of methods, and has develop a consistent approach to support children's learning within her setting and at home. For example, by valuing parents' contributions to children's assessments.
- The childminder has put in place effective systems to work closely with other early years providers in partnership with parents so that she is able to support children's future and interests.
- The childminder has made good progress, and she has addressed previous actions and recommendations to ensure children's welfare. She evaluates her service and professional development well to ensure good outcomes for children.

### It is not yet outstanding because:

- Sometimes, the childminder does not make full use of opportunities to support further children's early writing skills.
- On occasions, the childminder does not provide enough opportunities for children to take part in uninterrupted play.

## What the setting needs to do to improve further

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

- enhance opportunities to support children's early writing skills
- extend activities even further to support children's interest and play experiences.

### Inspection activities

- The inspector observed the quality of the teaching programme indoors and in the garden.
- The inspector discussed with the childminder her procedures for safeguarding children.
- The inspector sampled documentation, including children's developmental records, policies and procedures.
- The inspector held discussions with the childminder about her processes for self-evaluation, and partnerships with parents and others.

### Inspector

Shawleene Campbell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms of abuse. She shows an understanding of the procedures to follow should she have a child protection concern, including allegations made against her or others. This ensures children's welfare. The childminder uses systems for self-evaluation well to support strong outcomes for children and her professional development. For example, she attends safeguarding training to ensure her practice is current, and works closely with the local authority. Furthermore, she exchange ideas with other childminders to support the activities she provides and children's learning. The childminder maintains relevant documentation, including policies and procedures to ensure children's well-being and supports effective partnerships with parents.

### Quality of teaching, learning and assessment is good

The childminder plans worthwhile learning experiences that help capture children's curiosity. For example, children learn about life cycles and change by observing caterpillars change into butterflies. The childminder observes children during their play, and accurately identifies their next steps to help them make progress in all areas of learning. She takes children out on a broad range of outings to support current topics and their learning, for instance, visiting the local fire station. She further supports children's interest by linking topics to stories about people who help us. Children enjoy listening to stories, and the childminder skilfully ensures they are interactive. Children confidently predict events and use props to act out storylines. The childminder encourages children to extend their vocabulary in practical situations. For instance, she carefully listens to what children say, and provides ample opportunities for them to think and respond to effective questioning techniques.

### Personal development, behaviour and welfare are good

The childminder helps children to be independent learners. For example, children enjoy taking part in cooking activities, and they use utensils with increasing control to prepare their own snack and lunch. Children learn the importance of good hygiene routines to support their well-being, including oral care. For instance, they benefit from practising how to brush their own teeth while playing with a mouth model and toothbrush. Children behave well. The childminder's consistent approach at acknowledging children's achievements helps them to develop a strong sense of pride, including right from wrong. She monitors children closely while they play with scissors, and provides good explanations to support their understanding of using sharp objects safely.

### Outcomes for children are good

Children are well prepared for their move to school. Children enthusiastically count while engaging in reading books, and use their fingers to illustrate specific numbers. Children develop good imaginative skills. They benefit from imitating real-life situations, for instance, while pretending to be a fire fighter. Children learn positive attitudes toward similarities and differences between themselves and others, including the wider community. They concentrate well while actively taking part in activities, and show strong levels of self-esteem when interacting with their peers and adults.

## Setting details

<b>Unique reference number</b>	EY406932
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10077325
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	6 April 2018

The childminder registered in 2010 and lives in Chingford, in the London Borough of Waltham Forest. The childminder cares for children Monday to Friday, throughout most of the year.

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