

Childminder report

Inspection date: 7 October 2019

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 build positive attachments with the childminder. They are happy in her company and respond to her with smiles and laughter. The childminder ensures that she creates a clean, safe and welcoming environment that encourages children to explore. This helps children develop the confidence to investigate their surroundings, both with her support and independently. The childminder's secure knowledge of the early years foundation stage and her high expectations of what children can achieve help her plan challenging experiences. These contribute to children making good progress in their learning. Her supportive, kind and encouraging approach further motivates children to try new tasks and build a positive attitude to learning. The childminder is a good role model. She gently supports children to develop an understanding of right and wrong. They learn from an early age to follow boundaries and manage their own behaviour well. Older children enjoy opportunities to create characters in a well-thought-out role-play area. A variety of dressing-up clothes and books help children explore their imaginative skills well. The childminder is passionate about promoting experiences in the outdoor environment and supports children to develop a curiosity for discovering the natural world.

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

- The childminder plans a curriculum that skilfully balances child-initiated play with adult-led activities. She understands the benefit of supporting children to make choices and develop their own ideas. She constructs activities that build on what children can do to help them develop key skills for their next stage of learning. For example, young children have opportunities to develop strength and control in their large movements, as they pull themselves to standing at interactive low-level tables.
- Partnerships with parents are extremely strong. The childminder has reviewed and adapted the way she communicates with parents, such as through online apps and face-to-face conversations, to ensure she shares information in the most effective way to support each family. Parents speak highly of the provision and the progress children make from their starting points. The childminder develops effective partnerships with other settings that children also attend, to help build a continuity of care and learning, to benefit all children.
- The childminder reflects on practice well, recognising key strengths such as building positive relationships with children and their families. She includes the views of parents and her assistant to help evaluate the overall setting. She accurately identifies that she does not make the most of opportunities to enhance professional development. She is developing strategies to enable her assistant and herself to build on their skills and knowledge, to have a greater impact on children's overall experiences.

- Children learn to manage their own self-care needs well. For instance, young children attempt to feed themselves independently and communicate when they have finished. Children become familiar with routines and respond to choices about what is next. This helps prepare them for daily structures in future learning.
- The childminder encourages an enjoyment of books and fosters a real love of reading. For example, babies are thoroughly engaged by character voices the childminder includes in her storytelling. They smile as they feel different textures in books and help turn pages. This helps to promote early literacy skills successfully.
- The childminder knows individual children well and understands how to motivate them to investigate, for example through exploring a range of sensory items in a basket. She talks to them about how resources feel and how glitter and 'sparkles' move slowly inside liquid bottles. Babies are extremely responsive to the childminder. They watch her mouth move and imitate her, making similar sounds. This contributes to them developing early communication and language skills well.
- The childminder encourages children and their families to share their own experiences with one another, such as sampling food and traditional dress during celebrations and festivals. Children develop a positive understanding of the similarities and differences in each other's cultures and backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy in place. She has a secure understanding of the signs and symptoms of potential abuse. She is able to recognise the signs that a child may be at risk of extreme views and behaviours. The childminder knows how to escalate concerns regarding a child's welfare to the relevant authorities. She follows safer recruitment procedures to ensure the suitability of staff, such as her assistant, who work with the children in her care.

What does the setting need to do to improve?

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

- strengthen systems to identify areas for professional development to enhance knowledge and expertise, to raise the overall quality to a higher level.

Setting details

Unique reference number	EY341840
Local authority	London Borough of Waltham Forest
Inspection number	10072168
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 November 2015

Information about this early years setting

The childminder registered in 2006. She lives in Chingford, in the London Borough of Waltham Forest. The childminder works each weekday throughout most of the year. She holds a relevant childcare qualification at level 3. The childminder works with one assistant.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector and the childminder completed a learning walk around the setting and discussed how the environment is organised to support children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector observed the quality of interactions between the childminder and children.
- The inspector sampled a range of documentation, including training certificates, policies, risk assessments and observation records.
- The inspector held discussions with the childminder at appropriate times and took account of parents' views in written format.

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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