

# Childminder report

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Inspection date: 18 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 experienced childminder is kind and nurturing. She cares for children in a calm and welcoming environment. Children show that they feel very safe and secure as they freely explore and enjoy cuddles with the childminder. The childminder has maintained a good understanding of effective teaching. She provides a variety of interesting and engaging learning experiences. Children have many opportunities to learn through the natural environment. For example, they enjoy outings and playing in the garden, where they learn about the changing seasons and their local community. This helps support their understanding of the wider world and to appreciate and recognise the importance of nature. Children have many opportunities to explore and experiment with mechanical toys and develop their knowledge of technology. They make good progress from their individual starting points. Children gain confidence in their abilities and develop the skills they need for their future learning. However, occasionally, opportunities to encourage children's speaking skills are not maximised to help them reach their full potential. The childminder gives children lots of praise for their achievements and efforts. This successfully supports children's confidence and self-esteem. Children listen and behave very well. The childminder is a good role model. She demonstrates taking turns and being polite. For example, the childminder joins in a children's ball game, waits her turn and says 'thank you'. This encourages children to use good manners. However, at times, she does not allow children to carry out simple tasks for themselves to help improve their independence.

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

- The childminder provides a relaxed and homely environment, where children are happy and develop in confidence. They enjoy choosing their own play from a range of resources on offer. They are very curious and engaged in their learning. The childminder follows children's interests with enthusiasm. She talks to children about what they are playing with as she plays alongside them. This helps to develop children's imagination.
- The childminder observes and assesses children's different stages of development well. She provides activities that are of interest to the children and effectively support them to develop their skills for the future. Partnership with parents is strong and the childminder works with them effectively to meet their children's care and learning needs well.
- The childminder supports young children well in building a vocabulary of single words. However, she does not consistently apply teaching strategies so that children build on their use of simple sentences. For example, although the childminder asks children questions, these often do not require children to think and elaborate on their response. The childminder only requires one-word answers or the nod of their head.

- Children are emotionally secure in the childminder's care. They have formed strong relationships with her. Children confidently choose resources that are easily accessible to them in the designated playroom. However, the childminder has not fully considered ways to help encourage children to carry out simple tasks for themselves. For example, she cleans children's hands, chops their bananas and makes sandwiches, not encouraging them to have a go, which would improve their independence.
- Children enjoy role play as they pretend to make cakes and pour cups of tea for the childminder to have with her cake. They concentrate and engage for long periods of time. The childminder encourages children to practise their use of tools, for example using a handheld play food whisk. Children stack cups and count with the childminder. They identify the colour of cups well. Children sort items into different colours, such as putting all the yellow items into one yellow bowl. They develop good finger muscles to support their writing skills. For instance, children peel stickers off and use them to decorate sound bottles that they have made.
- Children develop strong body coordination and learn to jump with both feet off the ground. They are active and develop healthy lifestyles.
- The childminder evaluates her provision and keeps her knowledge current. She attends training and childminder forums to help her develop her practice. She has successfully addressed her recommendations from her last inspection. This has given children more opportunities to explore technology and develop their understanding of similarities and differences in the environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She knows the local referral procedures to follow if she has any concern regarding a child's welfare to help promote their safety. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure the premises are constantly secure. The childminder identifies and successfully minimises potential risks in her home and on outings. She effectively supports children to develop an understanding of dangers and keep themselves safe, such as when walking on the street.

## What does the setting need to do to improve?

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

- extend opportunities to help children progress from saying single words to forming simple sentences
- encourage children to complete simple tasks for themselves and promote their self-care skills further.

## Setting details

<b>Unique reference number</b>	EY394063
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10072173
<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>	2 to 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	17 November 2015

## Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Waltham Forest. She operates Monday, Tuesday and Wednesday from 8am to 6pm, throughout the year. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marvet Gayle

### Inspection activities

- The inspector observed activities and the interaction between the childminder and children and discussed with the childminder the quality of teaching and the benefits to children.
- The inspector completed a learning walk of the areas of the home used for childminding with the childminder and discussed methods of teaching.
- The inspector discussed safeguarding with the childminder and looked at evidence of the childminder's training and checked the suitability of adults living in the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed parents' written comments and feedback.

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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