

# Childminder report

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Inspection date:

9 December 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## Summary of key findings

### This provision meets requirements

- The childminder is secure in her understanding of her duty to keep children safe. She has clear procedures she follows if she has any concerns about the welfare of a child. The childminder has made herself aware of the indicators that a child might be at risk of exposure to extreme ideas or behaviours. She has recently refreshed her safeguarding training. The childminder ensures her assistant is suitable to work with children and that relevant checks have been carried out.
- The childminder reflects on her service. She has used this to enhance how she supports children in learning about healthy eating and leading a healthy lifestyle. The childminder understands how to develop partnerships with parents and has strategies to provide a two-way flow of information.
- The childminder discussed how she uses trips out into the local community to support children in learning about people whose lives are different to their own. She talked about how she incorporates mathematical learning into a variety of activities she offers to children. She knows how to use her planning to design activities to challenge children and extend their learning. The childminder understands the learning and development requirements of the early years foundation stage.
- The childminder has high expectations of children's behaviour. She has developed strategies to support them in learning to moderate their own feelings and behaviour. The childminder understands how to nurture children's emotional well-being.
- The childminder provides a wide range of resources to support all areas of children's learning, including their creative and imaginative play.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	153598
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10072448
<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>	9 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	5 July 2016

## Information about this early years setting

The childminder registered in 1993. She lives in Leytonstone in the the London Borough of Waltham Forest. She works with an assistant. The childminder operates her service Monday to Friday, from 8am to 5pm, for 48 weeks of the year.

## Information about this inspection

### Inspector

Ceri Callf

### Inspection activities

- The childminder showed the inspector around the premises, including the outdoor space. She discussed how she uses her resources to support children's play and learning.
- The inspector viewed a sample of the childminder's documents including her safeguarding policy.
- The childminder discussed how she observes children and creates educational programmes to build on children's learning.
- The childminder talked about how she reflects on her service and develops partnerships with parents.
- The childminder discussed how she met the recommendation made at the last inspection.

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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