

Childminder report

Inspection date: 29 January 2020

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 and their families are warmly welcomed into the childminder's home, which she carefully organises to cater for the needs of children. They clearly enjoy the time spent with the childminder. Children form strong emotional security. They are confident and show that they feel safe and secure as they play happily. Children have a smooth transition from home to the childminder's setting. For instance, she completes a home visit so the child and their family get to meet her in their own environment. Strong and trusting relationships are built with parents.

Children are provided with many interesting opportunities to help them make good progress in their learning and development. They are curious and develop positive attitudes to learning. The childminder has ambitious aspirations for all children. Children behave well. They listen and understand simple behavioural expectations, such as the routine of the day. Children confidently and independently choose what they want to play with as they move freely around the environment.

Children learn to be polite; for example, they are encouraged to say 'please' and 'thank you'. They play well together and share toys. Children concentrate and show increasing perseverance in their play, such as when they participate in matching pairs of socks.

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

- The childminder has a very good rapport with children. She is patient, calm and sensitive to their individual needs. She ensures that children's home routines are followed, such as their sleeping arrangements. This supports a smooth transition from their own home to the childminder's home and significantly contributes to how well they settle. Children's behaviour is good.
- Children have many opportunities to broaden their knowledge and experiences of the world around them. For example, the childminder extends children's interest in flowers. They learn that daffodils grow from bulbs, which the childminder supports them to plant. They learn about different parts of the daffodils, such as the roots, leaves and the flower. However, at times, opportunities to extend children's early mathematical skills are missed to build on their existing knowledge.
- The childminder continually observes and assesses children's achievements and plans their future learning. She follows children's interests well. For example, when children ask to play with bubbles outside, she provides this opportunity. This encourages them to run and try to jump to catch the bubbles, and optimises children's health and physical skills. The childminder promotes healthy lifestyles, such as washing hands before eating and providing children with nutritious meals.

- Younger children strengthen the muscles in their fingers in readiness for future writing. For example, they use tweezers to pick up pasta, focusing and persevering very well. Children delight in making marks as they use water to paint on the ground. The childminder supports children's language skills effectively. She sings songs, excitingly reads stories and constantly talks to the children. This helps young children to connect words and actions. However, occasionally, the childminder does not ask effective questions to fully extend children's thinking and speaking skills.
- Children are independent. For instance, they feed themselves and have a go at putting on their shoes and coat. The childminder sensitively intervenes to help children achieve what they set out to do. The childminder talks to children about their own uniqueness, such as when they look at photographs of their family. She reflects diversity within her resources and acknowledges different festivals, which helps children to learn about celebrations from around the world.
- The childminder has developed close and effective partnerships with parents. They speak very highly of the care that she provides for their children. The childminder provides parents with ideas of how they can continue to support their children's learning at home.
- The childminder reflects on her practice to identify areas for future development. For instance, she is currently considering how to improve the flow from indoors to outdoors for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs that might indicate children are at risk of harm. She knows and understands the processes to follow to ensure children are safe. She keeps up to date with current and wider safeguarding issues and refreshes her training regularly. The childminder undertakes good risk assessments to promote children's safety and welfare inside and outside the home. She demonstrates safe practices, such as securing young children in highchairs and closely supervising them while they eat.

What does the setting need to do to improve?

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

- extend opportunities further to encourage children's awareness of numbers and counting
- provide even more ways to encourage children to think and extend their speaking skills even further.

Setting details

Unique reference number	EY446399
Local authority	London Borough of Waltham Forest
Inspection number	10072177
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 October 2015

Information about this early years setting

The childminder registered in 2012. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder works Monday to Thursday from 7.30am until 6pm during term time only. She holds a relevant childcare qualification at level 4.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector and the childminder complete a learning walk of the areas used by the children and discussed how she supports children's learning and development.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of the childminder and other household members, and looked at relevant documentation.
- The inspector took account of the views of parents from information provided by the childminder.

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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