

# Childminder report

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Inspection date: 10 February 2020

<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

Children access good-quality care. The childminder has high expectations for all children. They settle very well and build strong bonds with the childminder and her assistant. Children behave well. The childminder is a good role model who helps children to understand boundaries and learn how to manage their own emotions. For instance, children who display difficulties in sharing receive targeted support by the childminder. This helps them to develop their social interaction and improve their sharing skills. Children show a firm sense of belonging. The childminder and her assistant encourage and praise them for their efforts and achievements. This helps children to develop high levels of self-esteem and confidence. Children feel safe in the environment and eagerly explore. For example, younger children investigate the grass they sit on. Children have plenty of opportunities to be active. For instance, they have continued access to the large space in the garden and the well-maintained equipment. Children show that they have fun as they share laughter and invite others to join them in their play. However, they are not consistently supported to develop their independence as much as possible. In addition, opportunities to enhance their healthy habits are not fully supported.

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

- The childminder has a secure understanding of how children learn. She uses good systems to monitor and track children's development to help them to reach their full potential. The childminder is quick to recognise any gaps in children's learning and provides support to help them develop. She involves parents in identifying next steps for their children's future learning. This helps to support children's learning at home and provides good continuity.
- The childminder plans well for her own professional development and that of her assistant. She understands the need to continuously raise her knowledge and understanding and attends training. The childminder provides appropriate support for her assistant. For example, she has helped her to access training to develop her knowledge and skills to become a childminder and enhance her practice.
- Children are engaged and enthusiastic learners. The childminder supports them to use their increasing mathematical skills. For instance, children enjoy filling different-sized containers with water and sand that the childminder counts with them and talks about 'full' and 'empty'. The childminder and her assistant provide a range of opportunities that support children's listening skills and vocabulary. For example, children develop a love of books and join in stories. They finish sentences and repeat repetitive words and phrases, such as 'huff' and 'puff'. The childminder adds words to younger children's babbles, asks many questions and provides children with enough time to think and respond. This supports their speaking skills very well. The childminder involves older toddlers

in more meaningful discussions to build on their range of vocabulary.

- The childminder reflects and evaluates her practice and service well. She seeks the opinions of parents, children, her assistant and other professionals to help inform areas for improvement and change. This helps the childminder to maintain good-quality service and practice.
- The childminder gives children lots of praise for their achievements. This helps to support children's confidence and well-being. The childminder is a good role model. She encourages turn taking and encourages children to be respectful and use good manners. Children behave well.
- The childminder helps children to understand about the world around them. They talk about the weather, such as what the wind does to the trees and the sounds they make. Children join in imaginative play and pretend to be doctors. They have ample opportunities to be active. However, the childminder does not consistently encourage children to build on their independence. For instance, they are not encouraged to wash their own hands and to have a go at putting on their coat.
- Children are active and provided with healthy snacks and meals. However, opportunities to help enhance healthy hygiene habits are not consistent. For instance, the arrangements for drying children's hands are not fully effective.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend safeguarding training. They have a strong knowledge and understanding of their roles and responsibilities to keep children safe. The childminder knows how to recognise the possible indicators that may suggest a child might be at risk of harm. She knows the correct procedures to follow to ensure that children are safe. Furthermore, the childminder has developed her understanding of wider safeguarding issues, such as extremist views and online safety. The childminder completes daily checks of her home, and other environments where children play, to help minimise potential hazards to children's safety.

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

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

- encourage children to carry out more simple tasks for themselves to help them develop their independence further
- review the systems in place to help children develop a more effective awareness of healthy habits, for example when drying their hands.

## Setting details

<b>Unique reference number</b>	EY445600
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10072176
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 September 2015

## Information about this early years setting

The childminder registered in 2012. She lives in Walthamstow, in the London Borough of Waltham Forest. She operates her service all year round from 8am until 6pm, Monday to Friday. The childminder employs two assistants. She holds a relevant early years qualification.

## Information about this inspection

### Inspector

Marvet Gayle

### Inspection activities

- The childminder spoke to the inspector about her professional development, how she evaluates her provision and the areas identified for improvement.
- The inspector spoke to the childminder, her assistant and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector completed a joint observation of an activity with the childminder. She discussed the quality of teaching and the impact it has on children's learning.
- A range of documentation was viewed, including suitability checks, paediatric first-aid certificate and public liability insurance.
- The inspector completed a learning walk with the childminder around the areas of the home used for childminding and discussed the learning curriculum.

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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