

Childminder report

Inspection date:

6 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the warm and homely environment. Children have formed positive attachments to the childminder. They greet her warmly and initiate cuddles. The childminder responds affectionately, which helps children to feel emotionally secure.

The childminder recognises that children have had limited social interaction during the COVID-19 pandemic. The childminder provides opportunities for the children to enjoy activities outside the home. They benefit from different experiences, including meeting with other childminders and their children.

The childminder's curriculum intent is not sufficiently clear. She identifies some of what she wants the children to learn but she does not support this by providing the right opportunities and tools. Children enjoy a variety of activities at home and during outings. However, the childminder does not consistently make the most of such opportunities to develop their communication and language abilities.

Children enjoy the praise and encouragement they receive from the childminder. They are pleased when they are praised and smile when they hear the words 'well done' and 'good listening'.

Children have limited opportunities to choose their preferred activities. Children cannot select from a wide range of play equipment or books. This means children are not always interested in selected toys as they are not always age appropriate for their individual learning needs. Toys set out by the childminder are not always purposeful and do not necessarily support her curriculum.

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

- Children enjoy opportunities to use some creative materials provided by the childminder. For example, children mix ingredients to make a dough Christmas tree. They enjoy the texture and taking part. However, sometimes, children's understanding of what they are doing and learning is limited due to insufficient planning. Children sit at the adult chair and table and cannot see inside the bowl while they stir with their elbow at ear level. There is insufficient discussion about what children are doing to reinforce the language they have and to build their vocabulary.
- Children enjoy healthy meals and snacks. Older children make their own fruit smoothies. They chop the banana and add the milk.
- The childminder has considered ways of developing children's understanding of diversity, particularly with regard to people and communities that differ from their own experience. For example, posters, play equipment and books reflect

other cultures and family structures. Children enjoy opportunities to make Diwali clay lights and celebrate other festivals.

- Children move around the available space confidently. However, space is limited within the childminder's home and it is not always effectively organised. This means that opportunities to improve children's mobility are limited and the chance of bumping into play equipment and each other is heightened.
- Children do not receive consistently meaningful activities and experiences that support them in what they need to know to progress. For example, very young children do not always receive enough support due to more-demanding older children. Time is not always invested in children who require focused activities that allow them to hear and absorb words and language.
- The childminder considers children's interests when planning her curriculum to promote their learning. For example, she gathers posters, flash cards and building signs to encourage children's interest in the local building site. However, previous learning is not secure, so children struggle to use the props to understand what they are looking at and to communicate with the childminder and others.
- The childminder establishes good methods of communication to ensure that she shares information with parents about their children's day. Parents report that they are happy with the service that the childminder provides.
- Children know that they should use a tissue to wipe their nose and how to wash their hands. The childminder offers gentle reminders throughout the day so that children learn how to be healthy and keep safe.
- The childminder understands the importance of constantly improving and has recently accessed relevant training. However, she acknowledges that she does not have a secure knowledge of changes to the early years foundation stage or understand how to plan an ambitious curriculum to fully support all children's skills for the future.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure and the childminder carries out daily checks of the environment to ensure it remains safe for children to use.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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increase knowledge and understanding to ensure children receive good-quality learning and development experiences	07/01/2022
provide an enabling environment with sufficient floor space and equipment that is suitable for the ages of the children and activities provided	07/01/2022
improve the programme for communication and language through providing good-quality interactions and modelling language as children play.	07/01/2022

Setting details

Unique reference number	EY382499
Local authority	London Borough of Waltham Forest
Inspection number	10072171
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	25 August 2015

Information about this early years setting

The childminder registered in 2009. She lives in Walthamstow, in the London Borough of Waltham Forest. The childminder holds a childcare qualification at level 3. The childminder operates her service Monday to Friday from 8am until 5.30pm all year round.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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