

Childminder report

Inspection date: 21 February 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children learn in a warm and caring environment, where cuddles are regularly offered, helping to build children's self-esteem and confidence. Children have warm and secure attachments with the childminder. They enjoy spending time together and show that they are happy, safe and settled. The childminder is calm and nurturing towards the children. She positively promotes their sense of belonging and emotional well-being. Children learn about each other's differences from an early age; they share books where they learn about different family make-ups and different cultures. Children's behaviour is very good. They listen and respond well to the childminder's gentle guidance and instructions, and learn to help with tasks, such as setting up play materials. Children's communication, language and literacy skills develop very well.

Children are learning to keep healthy, overall. The childminder provides guidance to parents about the provision of healthy meals they provide, and she provides healthy foods from other cultures as well. The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information well to plan for their individual learning. The childminder plans a curriculum where books feature well. This helps to promote a love of books as she shares stories and books with children daily.

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

- The childminder knows the children very well. She uses her good teaching knowledge to select a very good variety of play and learning activities across all areas of the curriculum. She assesses children's development to successfully plan for and build on their next steps in learning.
- The childminder makes assessments of children's learning and identifies what they need to learn next or what needs further support. She does this well through her close engagement in play alongside children.
- Partnerships with parents are strong. The childminder regularly reports on children's progress to them. However, her partnership with other settings that children attend is not fully established. This affects the consistency of care and learning for the children. It does not ensure that all carers are working together to allow children to reach their full potential.
- The childminder supports language development well. She extends children's vocabulary in relation to the play children are involved in and general routine, and she provides commentary when they are playing.
- Children engage in conversations with the childminder for long periods. She listens with interest at their emerging language skills and values what they have to say. She is aware of children that are bilingual and uses specific words that are not English as they converse.

- The childminder encourages children to develop high levels of independence. They select what they would like to play with and set up activities with the childminder. However, sometimes, opportunities are missed for children to build on these skills further, for example washing their own hands and having props for messy play that they can handle themselves.
- The childminder reflects on her practice. She demonstrates her commitment to continuous improvement, such as completing specific training to improve in her service to children. She is aware of areas for development identified from the feedback she receives from her local authority adviser.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm and knows how to keep them safe. She has completed training in some aspects of safeguarding since her last inspection; this ensures she is updated with any changes. The childminder recognises when a child may be at risk and knows who to contact. She also knows who to contact if an allegation is made against her or a member of her household. Children play in a safe environment, as the childminder carries out regular checks of her home, garden and for outings too.

What does the setting need to do to improve?

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

- build on children's independence skills for self-care and during activities, such as handwashing and having tools that they can use with ease during messy play
- establish systems for regular exchange of communication with other settings that children attend, to ensure children's care and learning is supported consistently.

Setting details

Unique reference number	EY355528
Local authority	London Borough of Waltham Forest
Inspection number	10104737
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 2007. She lives in Walthamstow in the London Borough of Waltham Forest. The provision operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and planned holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector
Shaheen Belai

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas of the home used by children and explained how she supports children's learning and development, both in the home and in the community.
- The inspector observed a range of play activities in the childminder's home. She discussed with the childminder the impact of her teaching, children's learning and their individual development and progress.
- The inspector viewed relevant and required documentation and took account of parents' written feedback provided for inspection purposes.
- A shared observation was undertaken to assess the childminder's approach to teaching and how she plans and delivers activities to children.
- The inspector engaged with the childminder and the children when appropriate during the 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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