

Childminder report

Inspection date: 24 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and show they feel safe and secure in the childminder's home. The childminder is kind, nurturing and treats children as unique individuals. She ensures each family's settling-in experience fully meets their individual needs. Children settle quickly and have strong attachments to the childminder and their friends. The childminder's home is secure, and she carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

Children behave well. They play cooperatively and understand what is expected of them. This is because the childminder has high expectations for all children and provides them with clear and consistent messages. When small disputes occur, the childminder sensitively intervenes and prevents children from becoming upset or frustrated. Children thoroughly enjoy listening to stories. They look at pictures and show that they are beginning to understand the characters in the story. The childminder encourages children to participate. They talk about dinosaurs and pretend to stretch their neck like a dinosaur. Younger children are closely supervised and encouraged to learn how to keep safe. As a result, all children learn to manage risks, such as not to jump on the furniture.

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

- The childminder works closely with parents to help support their children's ongoing care and learning. She observes children daily and keeps parents up to date with their children's development and how they have been throughout the day. Parents' written comments show that they are happy with the progress their children are making and the professionalism of the childminder.
- The childminder encourages children to live a healthy lifestyle. She provides nutritious meals and snacks, and there are daily opportunities for children to play outside in the fresh air. The childminder follows good hygiene practices and talks to young children about the importance of how to wash their hands.
- Children have a positive attitude to learning and persevere at new skills. For instance, the childminder encourages children to swing a golf club to hit the ball across the garden. Children enjoy experimenting with different colours. The childminder and the children discuss the colours in a rainbow.
- The childminder builds on children's understanding of the wider world. For example, she takes children on outings to various places within the community. Children visit the local park, forest and playgroups, which helps to develop their confidence and social skills. Furthermore, children delight in walking along the lake. This supports their awareness of the natural world.
- The childminder regularly evaluates her provision, which helps her to improve outcomes for children. For example, she redeveloped her garden to provide more space for children to develop their large-muscle skills. However, other

areas of the curriculum need to be considered to reflect the seven areas of learning and enhance children's play experiences in the garden.

- Children's communication and language skills are supported very well. The childminder engages children in conversation about their interests. She extends their language by sharing new words and recalling words, such as 'camouflage' and 'T-rex' during story time. Younger children confidently use words and gestures to communicate their needs.
- The childminder tracks children's progress and identifies areas of the curriculum where she can focus their learning. This allows her to recognise if children are not making as much progress as their peers and put interventions in place to support them.
- The childminder reflects on the service she provides and actively seeks the views of parents in order to make changes and improve her practice. Since the childminder's previous inspection, she has improved her understanding of the importance of gathering information from parents about what their children can and cannot do.
- Children independently make choices from the wide selection of toys, resources and activities, which are age appropriate and easily accessible. Children play imaginatively by making a den and pretending they are ghosts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She keeps up to date with changes in child protection legislation by completing mandatory training. The childminder has a good understanding of the signs that may indicate a concern about a child's welfare, including abuse and extremism. She regularly accesses a wide range of training courses and ensures that her knowledge is constantly up to date. The childminder knows how to make a referral if she is concerned about a child's safety and well-being. She teaches children how to keep safe when going on outings.

What does the setting need to do to improve?

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

- provide activities in the garden that reflect all seven areas of learning from the early years foundation stage.

Setting details

Unique reference number	EY316354
Local authority	London Borough of Waltham Forest
Inspection number	10073588
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	6
Number of children on roll	5
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 2005. She lives in Woodford Green, Essex. The childminder cares for children from 7am to 5.30pm on weekdays. She operates her service throughout most of the year.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- This was the first routine inspection the provider 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 provider.
- Relevant documentation was viewed by the inspector, such as training certificates and public liability insurance.
- The childminder discussed her planning for children's development and how she implements her educational programme.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and the inspector completed a learning walk together. They discussed the curriculum and what it is that the childminder wants children to learn.

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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