

Childminder report

Inspection date: 26 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The children receive a warm greeting as they arrive. They are ready with a smile for the childminder and her kind assistant. They have a good relationship with the childminder and they want immediately to talk to her about their early morning experiences at home. The childminder's home is open and welcoming. The children separate with ease from their parents.

The childminder and her assistant ensure the environment is safe and secure by carrying out risk assessments to identify any hazards. For example, while the childminder's outdoor area is being reorganised, the children spend time outdoors in the local park. This supports children's safety and well-being.

The childminder has high expectations for the children. They are exposed to good levels of communication and language. They visit the local library and share books at the childminder's house. The children are encouraged to repeat words and phrases from stories. They talk to each other and adults as they play. For example, one child says to an adult, 'do you want to flip the pancake?' as they learn with play dough.

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

- Children's developing understanding of mathematics is reinforced throughout their day. They are confident in using mathematical language. For example, the childminder introduces words such as 'top', 'middle' and 'bottom' as they make up the beds with clean sheets in preparation for sleep time.
- Children show a love for books and reading. They independently select books and share these with the childminder and her assistant, who take the time to read without interruptions to children.
- Children have good support to help them to learn how to take risks. They have a secure, trusting relationship with the childminder and they know she is close by should they need help. For example, with words of encouragement and praise, the children are confident to climb playground apparatus.
- The children have many opportunities to visit their local community. For example, they regularly attend a weekly, drop-in rhyme-time session at a local school. They learn with a range of physical activities and opportunities to enhance their communication and literacy skills. The childminder prioritises this so that children may continue their learning in a familiar environment.
- The childminder and her assistant confidently demonstrate how they track children's development across all areas of learning. The childminder has a thorough understanding of how to provide a range of challenging experiences, indoors and outdoors. For example, when learning with a puzzle, a child says, 'this is the piggy, it's the pigs tail'. Children are able to relate this to the regular

trips and experiences they enjoy with the childminder. They happily recall these trips, telling her 'like when we went to the farm together'.

- The childminder's relationships with parents are strong and supportive. The parents report that the childminder has taken the time to understand their children. They speak highly of the education that their children receive. They value the advice and support she gives them.
- The childminder has a clear vision of the settings strengths and weaknesses. She is responsible for the training needs of her assistant. To further enhance the curriculum, she is arranging training on supporting language development and positive behaviour management.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand safeguarding policy and procedures and complete regular safeguarding training. They know how to identify any possible risks to children and who to report their concerns to. The childminder and her assistant ensure that the environment is secure and safe. The childminder always supervises children. She supports them so that they are safe on trips outdoors and, indoors, the house is safe and clean. The childminder ensures that potential hazards are minimal. For example, she teaches children about keeping safe, including on outings, such as how to use a pelican crossing for their safety.

What does the setting need to do to improve?

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

- help children to regulate their behaviour, by providing consistent guidance to help them to understand how their actions affect others.

Setting details

Unique reference number	EY562301
Local authority	London Borough of Waltham Forest
Inspection number	10191312
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Leytonstone, in the London Borough of Waltham Forest. She provides all day care, each weekday, for 48 weeks in the year. She holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on children's learning.
- Parents shared their views about the childminder with the inspector.
- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years 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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