

Childminder report

Inspection date: 26 April 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 calm as they enjoy spending time with the attentive childminder. She supports children's emotional security well and provides them with nurturing interactions. Babies form a close bond with her. The childminder gathers a range of information from parents before new children join her setting. For instance, she asks parents about children's likes and dislikes and their development. The childminder offers a range of settling-in sessions for new children so that they can get to know her and familiarise themselves with the setting. This helps children to settle quickly and to feel safe and secure when they start.

The childminder is aware that the COVID-19 pandemic has limited opportunities for children to develop their social skills. Therefore, she regularly takes children to parks and toddler groups, where they have the opportunity to mix with other children. Children develop their confidence in larger groups. They learn manners from the childminder and are keen to make positive choices. Their self-esteem is constantly boosted as they receive praise for their achievements and behaviour. They have many opportunities to be physically active. Babies and children practise their large-muscle skills as they climb through tunnels and crawl under tables to play hide and seek.

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

- The childminder assesses children's development as they play. She quickly identifies any gaps in children's learning and plans activities to help close them. The childminder follows children's interests and allows them to decide what they would like to do. She helps children to build their confidence through offering new experiences and giving them plenty of praise and encouragement.
- The childminder has a wide variety of books and uses these effectively to support children's early literacy skills and language development. Young children cuddle up to the childminder to read a range of stories. They excitedly lift flaps to see what is hiding underneath and keenly listen to their favourite stories. The childminder teaches children new words, such as 'cow', 'dog' and 'rabbit', as they read a book, and she encourages young children to model language and repeat words back to her.
- The childminder ensures that the daily routine meets children's needs. Healthy mealtimes, sleep and good hygiene practices are well established. This contributes to children's good health and the smooth running of the setting.
- Children behave very well and use good manners. They demonstrate this when they spontaneously say 'please' and 'thank you' to each other during their play and the routines of the day. The childminder is a very good role model to children.

- Children enjoy a wide range of new and interesting experiences that broaden their knowledge and support them to develop their understanding of the world around them. This includes trips to places of interest, such as the nature walks at the local forest. Children enjoy collecting sticks and dipping them in paints to make marks with them on their pictures on their return.
- Children are starting to use early mathematics in their play. For example, they take care and focus as they skilfully take out the stacking cups and place them on top of each other to make a tower. The childminder introduces colours to children to increase their knowledge. However, she does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of counting.
- The childminder reflects on the activities and opportunities that she provides for children. Overall, she extends her professional development and attends relevant mandatory training. For example, she has attended online training courses to extend her knowledge of how to keep children safe. However, she has not considered how further training will help her to develop her teaching skills, to help to extend children's learning further.
- Partnerships with parents are good. Parents' written comments about the quality of the childcare their children receive are very complimentary. The childminder keeps parents up to date with their children's development and shares how they have been throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of safeguarding. She understands the types and signs of abuse, including risks to children who may be exposed to extremism or radicalisation. The childminder accesses regular safeguarding training to help her to maintain a secure understanding of safeguarding matters. She is confident about the procedures to follow should she have concerns about children's safety or welfare. The childminder knows what she must do if there are concerns or allegations made about her or a member of her household. She uses risk assessments and daily checks of her home effectively to help keep children safe.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines
- identify precise training and development needs, to help strengthen teaching practice and knowledge of how to extend children's learning.

Setting details

Unique reference number	141151
Local authority	London Borough of Waltham Forest
Inspection number	10071364
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	3
Date of previous inspection	23 March 2015

Information about this early years setting

The childminder registered in 1998 and lives in Chingford, in the London Borough of Waltham Forest. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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