

# Childminder report

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Inspection date:

23 September 2022

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## **Overall effectiveness**

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## **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 have a warm bond with the patient and kind childminder. They are content and happy in her care. Children develop their self-confidence. For example, they eagerly communicate with authorised visitors in a range of ways, such as babbling, gestures and smiles.

Children enjoy playing with toys and resources that interest them. However, they are not consistently offered a challenging variety of experiences. Consequently, children lose interest quickly and move from one activity to the next. That said, the childminder and children enjoy singing nursery rhymes, such as 'Wind the bobbin up'. During this singing session, they have lots of fun using musical instruments and moving to the rhythm of the music. Children blow flutes and tap a xylophone. This promotes children's creativity and imagination. Children have daily opportunities to play outdoors in the fresh air. They run about and play on the swings and slides. This helps children to develop their balance and coordination.

Overall, children enjoy playing in the childminder's home. However, they do not consistently benefit from a well-planned and delivered curriculum. As a result, children are not as well prepared as they could be for the next stages of their education.

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

- The childminder has completed mandatory training, such as safeguarding and paediatric first aid. This helps to keep children safe in the setting. However, she does not review her practice well enough to identify her own professional training needs. Consequently, the childminder has not sufficiently focused on improving her understanding of how young children learn, to raise the quality of their education to a good level.
- Parents speak positively about the childminder's service. They report that their children settle well in the childminder's home. Parents are pleased with the daily feedback and say that their children enjoy attending her setting.
- The quality of education is not at a good level. The childminder observes children as they play to identify their interests and next steps in learning. However, she does not consistently plan and implement activities that extend all children's knowledge and skills. Therefore, although children make some progress, the childminder does not support them fully to make the best progress they can.
- The childminder does not have clear expectations for children's behaviour. She does not explain to children why their behaviour is inappropriate or its consequences. Sometimes, children find it challenging to follow instructions. For example, when the childminder asks children to tidy away their toys, they ignore

her request.

- The childminder has a vast amount of resources. However, sometimes, children do not know what resources are available in order to make choices about what they want to play with. For instance, books are stacked in a pile in the playroom. Consequently, the childminder does not plan the environment to consistently support children's independence in making choices in their play.
- The childminder interacts warmly with children. Children make good use of toys to develop their fine-motor skills and coordination, as well as learn how things work. For example, children show good control as they build a tower with stacking cups. The childminder praises children's efforts, helping to build their confidence and self-esteem. Children laugh with delight as they knock down the tower and rebuild it. The childminder and children have a caring and respectful relationship.
- The childminder has settling-in sessions for new children. She encourages parents to share full details of their children's daily routines to help them to transition into her setting easily. Parents praise the childminder's caring approach in helping their children to settle quickly in her setting.
- The childminder has not kept up to date with changes to the early years foundation stage. As a result, she does not have a secure understanding of what children know, can do or how to plan for their next steps in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept up to date with safeguarding training. She has a secure knowledge of all aspects of child protection issues, such as female genital mutilation and radicalisation. The childminder understands how to identify and report concerns about children or their families. She understands how to report an allegation made against her. The childminder completes daily risk assessments for her home and on outings. For instance, she checks the environment for any hazardous objects before allowing children to enter her home. The childminder ensures that her house is secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the planning and implementation of the curriculum to extend children's knowledge and skills and maximise their learning	30/11/2022

improve knowledge and understanding of the early years foundation stage, with a precise focus on the areas of learning and the way in which young children learn.	30/11/2022
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**To further improve the quality of the early years provision, the provider should:**

- seek professional development opportunities to help raise the quality of education to a good level
- have consistently high expectations for children's behaviour and help children to manage their own behaviour
- review and improve the organisation of the environment to develop children's independence further.

## Setting details

<b>Unique reference number</b>	EY428764
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10235552
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	21 October 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Leyton, in the London Borough of Waltham Forest. The childminder cares for children all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Yemi Afolabi

### 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 childminder and the inspector completed a learning walk together to discuss the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation relating to the childminder's suitability, qualifications and insurance.

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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