

Childminder report

Inspection date: 11 November 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 are happy, settled and have a loving relationship with the childminder. The childminder is nurturing and caring towards the children. This helps children to feel safe and secure in her care. Children are familiar with the routines and join in with daily activities. For example, every morning, children say what day, date and month it is. The childminder talks to the children about the weather and how this links to the season. This supports children's knowledge and understanding of the world around them.

Children listen to the childminder and follow instructions. For instance, they tidy up when finished playing and help the childminder to prepare for snack. Children show genuine care and concern for the childminder and each other in their interactions. They have good manners and say, 'you're welcome' to the childminder when she thanks them for helping. The childminder's high expectations for children's behaviour are clearly demonstrated through their positive behaviour and conduct.

Children make good progress across all areas of learning. For instance, the childminder works in partnership with other schools and professionals. She attends workshops, shares progress summaries and next steps to ensure that there is continuity in the care and education of children that attend her setting. This ensures that continuous progress is made from their starting points.

The childminder plans activities that build on children's interests. For example, the children were interested in princess role play, so the childminder provided dressing-up clothes and accessories for the children to continue and extend this play in her setting.

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

- The childminder promotes physical development. For instance, the children have daily access to the garden throughout the session. They enjoy riding on the push-along cars and taking part in physical games that get their heartbeat racing. Children enjoy joining in with singing and dancing. They use ribbons to twirl and create sounds with wooden sticks. This helps children to understand the effects of physical activity on their body and supports their gross motor development.
- Children's early mathematical understanding is well supported. The childminder plans activities that focus on counting and capacity. She introduces mathematical vocabulary as children explore. She uses words such as 'full' and 'empty' when filling jugs with pinecones. Children have many opportunities to practise counting throughout the session. For example, while washing their hands, children are supported to count to 20.

- The childminder teaches children new words. She thinks carefully about the vocabulary she wants children to learn and introduces new words in play. For example, while learning about Remembrance Day, the children used the words 'poppy' and 'war'. However, at times, the childminder asks a lot of closed questions. This does not help children extend their language skills and engage in back-and-forth conversations.
- The childminder uses props when reading stories with the children. She encourages them to join in by answering questions and commenting on what they can see in the pictures. This supports their language development. However, at times the children lose interest, and their learning is interrupted by the childminder talking about other things.
- The childminder supports children's independence in their learning and self-care routines. For example, throughout the day, children carry out tasks, such as putting toys away and setting the table for snack. Children pour their own drinks, cut fruit and wash their own dishes. This helps to prepare children for the next stage in their learning.
- The childminder continues her professional development and seeks support from others in the field. For example, she attends courses weekly and shares her practice with other childminders. This strengthens the quality of education for the children.
- The childminder has strong partnerships with parents. Parents speak very highly of the childminder and are extremely happy with the support they receive. They are kept up to date with what their child is learning via daily feedback and photos. The childminder sends weekly activities to parents to support home learning. Parents stated that their children feel happy and secure in her care and that their children have made progress since starting with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a full understanding of her role and responsibilities to safeguard children. She attends regular training to keep her knowledge up to date. For example, she has had refresher training on the 'Prevent' duty and can confidently identify signs and symptoms that may indicate that a child is at risk of being drawn into extremism. The childminder knows how to report safeguarding concerns to the relevant professionals. She has a written safeguarding policy in place and shares this with parents before their children start at the setting. She ensures the premises are well maintained and clean.

What does the setting need to do to improve?

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

- provide children the time and space to respond to questions and start

conversations

- consider ways to sustain children's interest during stories and activities to further develop their concentration.

Setting details

Unique reference number	EY441811
Local authority	London Borough of Waltham Forest
Inspection number	10235658
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	3 to 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2012. She lives in Chingford, within the London Borough of Waltham Forest. She is available to care for children throughout the week from 8am to 6pm. She has a relevant childcare qualification.

Information about this inspection

Inspector

Lindsey Foster

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 provider.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting by providing written feedback.
- The inspector spoke with the childminder and children at appropriate times throughout 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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