

# Childminder report

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Inspection date: 19 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 very happy and settled in the care of this kind, nurturing and fun childminder. Relationships among the children, the childminder and her assistants, are positive and respectful. Children continually show that they are happy and feel safe through the high level of engagement they demonstrate throughout the day. The childminder has high expectations for children. She creates a challenging and stimulating environment for children to explore. The childminder and her assistants are good role models for children, whose behaviour is excellent. Children follow routines confidently and independently access the wide variety of resources available to them.

Children are provided with a huge range of freshly cooked and nutritious meals. All children enjoy their meals and parents comment on the wonderful food that their children eat. The childminder ensures that all children have access to the menu and mealtimes are a lovely sociable experience. Children benefit from watching the food preparation and display good self-care skills at mealtimes. Babies feed themselves soup using a spoon and young children sit together at the table chatting. The childminder uses food as an opportunity to help children to learn about diversity. For example, she encourages children to eat dishes from around the world.

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

- The childminder and her assistants constantly support children's language and communication skills. This helps to develop a stream of purposeful chatter from children. The childminder and her assistants model new vocabulary for younger children and question older children to extend their thinking. However, sometimes, the childminder and her assistants interrupt children's play by asking questions.
- The childminder considers the needs of all children in her care. She adapts activities for the different age ranges of children. For instance, when babies are resting, the childminder uses the opportunity to provide extended learning activities for the older children. This supports their preparation for going to school.
- Children form excellent relationships with the childminder and her assistants. Babies use them for praise and reassurance when needed. For example, they call out to communicate to the childminder and proudly share their creative pictures. Babies show joy when they are praised and feel encouraged to create more.
- Children of all ages play together and this provides many useful learning opportunities for children. However, there are times when the childminder plans activities which are too long and young children become disengaged from their

learning.

- The childminder and her assistants have a deep knowledge of children and effectively plan for their next steps in learning. For example, when children have a fear of falling off the balance bicycles, the childminder creates a range of balance activities to support their confidence in their own abilities. As a result, children happily ride bicycles at every opportunity.
- The childminder is a good leader and has good communication with her assistants. She effectively identifies areas for development and strengths in her assistants and uses appropriate strategies to support them.
- Parents are very happy with the provision. They comment positively on their partnership with the childminder and the progress which their children make. The childminder works collaboratively with parents to ensure that children's needs are met and consistent strategies are implemented at home and in the setting.
- The childminder and her assistants use effective strategies to manage children's behaviour. They constantly remind children of their expectations by using familiar phrases, such as, 'gentle hands' and 'indoor voices'. The childminder supports children with their behaviour skilfully and effectively. All children behave very well in the setting. They have kind manners and feel safe.
- Children are encouraged to appreciate the world around them. They take walks in their local area and use the train to visit places further afield. While in the setting, the childminder encourages children to stop their activities to wave and say, 'thank you' to the refuse collectors each week.
- The childminder is reflective about her setting and uses her assistants to support her. She is passionate about providing the best experiences for the families she works with. The childminder is flexible and considerate to parents' needs to ensure that she supports them and their children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children. The childminder and her assistants are alert to the possible indicators of abuse. They know how and when to refer any potential concerns. The childminder ensures that her knowledge is up to date and understands a range of areas of safeguarding. She completes effective risk assessments to help to provide a safe environment for children. The childminder ensures that children are continuously supervised when in her care.

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

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

- allow children time periods of uninterrupted play so that they have opportunities

to extend their imaginations for themselves

- consider all children's development in group activities to ensure young children's needs are supported.

## Setting details

<b>Unique reference number</b>	EY470192
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10236281
<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 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	20 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Walthamstow, in the London Borough of Waltham Forest. She is available to care for children from Monday to Friday, 8am to 6pm, throughout the year. The childminder and one of the assistants hold a level 3 qualification.

## Information about this inspection

### Inspector

Rivka Bick

### 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 showed the inspector around the setting and explained how she delivers the early years curriculum.
- The inspector observed the quality of education being provided, including the interactions between the childminder and children.
- The inspector checked the documents relating to the childminder's suitability.
- Parents shared their views of the setting with the inspector and the inspector sampled a range of written feedback from parents.

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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