

Childminder report

Inspection date: 27 March 2023

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

The childminder greets children warmly as they separate confidently from their parents when they arrive. They show that they feel safe and secure as they quickly settle into playing and exploring. The childminder quickly responds to their curiosity as they explore the animals in the sensory tray. She extends children's vocabulary as she talks to the children and explains how to take care of the animals and wildlife. She answers their questions as they talk about the bees and explains why it is so important that we show care and consideration. Children have fun as they eagerly make the sounds of the animals.

The childminder supports children to have regular exercise and to play physically outside. The children thoroughly enjoy their occasional trips to the farm and stables. The childminder also takes children to parks and local playgroups throughout the week to mix and play with other children. This is all planned to support children's knowledge and understanding of their wider community.

The childminder teaches children positive strategies to be able to share and negotiate with one another. This includes children learning to self-regulate. Children show they understand this when a younger child takes an older child's toy. The older child asks for it back and then offers the younger child an alternative toy.

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

- The childminder has a good knowledge of child development. She explains how she supports children to develop the most important next steps for their learning. She ensures that the progress checks for children aged between two and three years are completed in a timely way and shared with parents. This helps parents to support and extend children's learning at home.
- The childminder has a clear and ambitious vision for providing high-quality childcare and education. She demonstrates a genuine enjoyment of her work and recognises the important part she plays in helping children prepare for future learning. The childminder works closely with the local childminders' forum to share ideas and support each other.
- The childminder reflects on her practice and demonstrates a strong commitment to continuing to provide quality care and learning for children. She has identified training to refresh her knowledge and develop new ideas to extend children's play and well-being. She has high expectations for her setting and seeks feedback from other professionals and parents when evaluating the quality of the service she provides. She is aware that further work is required in this area to support continuous professional development.
- The childminder plans exciting opportunities to extend children's vocabulary. She presents children with a choice of activities that are connected to their favourite

characters and stories. Children are delighted as they count the animals and excitedly make the animal sounds with actions.

- The childminder gets to know children and their families well. She finds out about special events in children's lives and celebrates these with them. Parents speak highly about the care their children receive. They say how much their children look forward to attending and how children talk about the childminder affectionately at home.
- The childminder teaches children to understand good personal hygiene routines. She is sensitive to children and provides supervision and reassurance during personal care routines, such as toileting and nappy changing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has refreshed her safeguarding knowledge and is able to demonstrate her understanding of her safeguarding and child protection responsibilities. She knows the procedures to follow if she has a concern about a child's well-being and safety. She has a clear understanding of how to make sure that all areas used for children are clean, organised and risk assessed so that they can access resources independently and safely. The childminder regularly conducts fire drills with children so that they know what to do in an emergency.

What does the setting need to do to improve?

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

- consider ways of strengthening opportunities for professional development to reflect on and support highly effective practice and develop the curriculum over time.

Setting details

Unique reference number	EY486748
Local authority	London Borough of Waltham Forest
Inspection number	10276291
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Highams Park, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, from 8am to 6pm, all year round. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Catherine Greene

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 provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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