

Childminder report

Inspection date: 30 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

Children are extremely happy and confident when they attend the childminder's home. They enjoy a warm, relaxed and comfortable relationship with the childminder and her assistant. This enables the children to feel safe and secure. The environment is child-centred and well resourced, which heightens children's curiosity and motivation to learn.

Children confidently approach the childminder with requests and questions, knowing that she will respond immediately and support their needs. For example, older children request a snack, while very young children gesture for support as they begin to walk with tentative steps.

Children make progress through a clear and well-planned curriculum. The childminder values the contribution that parents make to enable her to understand and meet the learning and developmental needs of the children.

The childminder identifies what children's next steps are through understanding what they already know and what needs to happen next. Children benefit from the childminder's good understanding of child development, which enables her to plan what children can achieve. She has high expectations for children's learning and can see when children need additional support or require more challenging activities.

Children behave well and are caring towards each other. Babies are calm, happy and play alongside older children who are caring and know to be gentle towards younger children.

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

- Parents say they are extremely pleased with the service that the childminder provides. They value her childcare advice and support in areas such as possible sleep plans and dietary needs. Parents communicate with the childminder at drop-off and collection times, as well as through the parents' collective and individual social media groups. They are confident to discuss any concerns or thoughts with the childminder. The childminder responds promptly to requests and suggestions and works closely with parents. Children's learning and development is well supported as the childminder and parents identify the importance of working together.
- Very young children begin to understand simple mathematics concepts. For example, children listen to the story of 'The three bears'. They choose which is the biggest bed, the smallest porridge bowl and count the bears. The story becomes real with the wide range of story props that the childminder provides.

Children develop a thirst to learn and discover as they thoroughly enjoy the activity.

- The childminder creates a stimulating environment that supports the children's learning goals. For example, older children learn about mark making and colour recognition as they play on the doodle board. Children learn to contribute and achieve and, as a result, they grow in confidence.
- The childminder provides a healthy diet and a range of opportunities for physically active play, both inside and outside. For example, children have access to an interesting and well-resourced outside space. On rainy days, they can enjoy large, soft-play equipment inside. Children gain confidence as the childminder praises them for their negotiation of the large, soft blocks as they try to reach the foam slide. However, on occasions, the organisation of the free flow between the inside and outside of the setting needs more considered planning. Occasionally, the children are not always in view when playing in the garden.
- Children learn simple healthcare routines. They know to wash their hands before and after meals and messy play. They take their shoes off independently and receive gentle reminders to cover their mouths when they cough. However, on occasions, children walk while eating healthy snacks. This does not support their understanding of how to support their own health, such as safe digestion and reducing the spread of germs. Neither does it begin to prepare them for their next stage of learning at either nursery or school.
- The childminder helps children to learn about different people and communities. For example, children absorb plenty of positive representation through resources including books, posters, dolls and role play. They enjoy a culturally diverse, organic and vegan menu, which reflects festivals and important events throughout the year.
- The childminder is keen to develop her knowledge and skills and has completed a wide range of relevant and current training. She is reflective in her practice and is confident to change her plans when progress is slower or faster than she initially thought. She also ensures that her assistant receives effective supervision routinely and can access training to enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibility to safeguard children. She and her assistants have completed regular training to ensure that their knowledge is relevant and up to date. The childminder has visual reminders to support an effective response to any safeguarding concerns regarding the children with the relevant contact details of other agencies. The environment is effectively risk assessed to remove any potential hazards to the children. Attendance and accident records are maintained. This contributes to identifying any emerging patterns that could signify a child at risk.

What does the setting need to do to improve?

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

- further improve snack time arrangements to promote children's health
- further improve the staffing arrangements during free flow between the premises and the outdoor area.

Setting details

Unique reference number	EY491198
Local authority	London Borough of Waltham Forest
Inspection number	10280532
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	0 to 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	23 August 2017

Information about this early years setting

The childminder registered in 2015. She is situated in Walthamstow in the London Borough of Waltham Forest. The childminder is open from 8am to 6pm, all year. She works with two assistants. The childminder holds a relevant qualification at level 3. She receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector
Julia Crowley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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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