

Childminder report

Inspection date: 4 April 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 happy and busy in the care of the childminder and her assistant. They have good relationships with the childminder and her assistant. Children seek comfort and reassurance from them when they are shy with unknown visitors. They are generally well behaved and cooperate with the childminder's instructions. Any disagreements are managed quickly so that children learn to manage their own behaviour. Children are reminded to be kind to each other and to use 'kind hands'.

Overall, the childminder supports children's language development. Children copy the words she says as she plays alongside them describing what they are doing. They join in with singing and story time together and individually. Children independently select a book and cuddle up with the childminder to read it.

Children help with basic self-help skills, such as pulling up their zip or closing the fastening on their shoes. The childminder praises and encourages children to 'have a go' and they are pleased with their achievements. Children have access to learning opportunities that support their mathematical development. For example, they are encouraged to count the number of objects in a shopping basket and to say if it is 'full' or 'empty.'

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

- The childminder and her assistant are focused on children experiencing nature. Children have frequent outings to local gardens and woodland where they learn to balance on beams and look for minibeasts. These real-life activities help to widen children's view of the world.
- The childminder knows children well. She is able to look at the gaps in their development and discuss referrals to other professionals with parents. The childminder ensures that any children with special educational needs and/or disabilities are identified quickly and support is put in place for children starting school.
- Children learn to be independent. For example, young children pull chairs to the table and sit ready for their snacks. This supports children to develop the confidence to be autonomous.
- The childminder and her assistant talk to children about what they are doing. However, on some occasions, they ask children too many questions in quick succession and children do not have enough time to respond. At these times, children do not make as much progress with their speech and language development.
- Children are eager to understand the world around them. However, at times, the childminder does not follow children's interests and add new vocabulary to help

them learn about the local community. For example, on the way back from the local gardens, children saw a dust-cart and were very excited. The childminder was distracted and did not notice this until it was pointed out to her.

- Children are encouraged to be kind and polite. They are reminded to wait for their turn and to share the resources. This encourages children's social development as they learn to play alongside others.
- The childminder is clear about what she wants children to learn in order to be ready for school. For example, she works with the local primary school to understand the skills and knowledge children need when they start Reception class. This helps children in the transition to school.
- The childminder has good relationships with parents. She uses an app to let them know how their child is progressing and includes photos and video clips. She also uses drop-off and pick-up times as opportunities to update parents on their child's day. This helps parents to understand what their children are learning and they can tell the childminder what the child is learning at home. This communication helps the childminder to support children to feel secure.
- Children are served healthy meals. For example, they thoroughly enjoy strawberries and cucumbers during snack time. The assistant talks to children about healthy foods and why it is important to try them. This encourages children to develop their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a good knowledge of how to keep children safe. They can identify the signs and symptoms of abuse and know who to report them to within the local authority. The childminder and her assistant can identify a range of issues that might affect the community, such as adults and children being radicalised, and know who to contact. The childminder seeks support from the local authority to attend training and to keep her professional development up to date. The childminder and her assistant actively promote the children's health and well-being. For example, children wash their hands before eating and on return from a local trip and they enjoy healthy food.

What does the setting need to do to improve?

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

- support children to further develop their language and communication, such as by giving them enough time to respond to questions
- develop ways to use every opportunity to extend children's vocabulary.

Setting details

Unique reference number	EY384651
Local authority	London Borough of Waltham Forest
Inspection number	10280157
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	2 to 3
Total number of places	6
Number of children on roll	13
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2008. She lives in Leytonstone, in the Borough of Waltham Forest. The childminder operates all year round, from 7am to 7pm, Monday to Friday. She works with an assistant. The childminder is in receipt of funding for the provision of free early education of children.

Information about this inspection

Inspector

Laura Coletti OBE

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's 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.
- The inspector joined the childminder and the children on a local outing to a play space.

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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