

Childminder report

Inspection date:

7 December 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 knows children well. She gathers detailed information from parents, when children first start the setting. This includes information about children's individual care and learning needs. Children are welcomed warmly when they first arrive and settle quickly into the childminder's care. They display secure relationships with her and sit on her knee for cuddles. The childminder is very nurturing and is a good role model for children. She carefully includes children's interests as she plans her curriculum. The childminder places a strong emphasis on promoting children's emotional development and well-being. For example, she promotes good manners and supports children to share. This includes becoming familiar with the setting's routine. The childminder celebrates children's achievements. This helps to build on children's self-esteem.

Children are well behaved and listen well to the childminder. They are confident in expressing their wants and needs and use well-developed language to do so. The childminder chats to children as they play and she comments without being intrusive. Children ask the childminder to explain resources and how they work. For example, the childminder gives an age-appropriate explanation about how the blood pressure monitor works in the doctor's role-play kit.

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

- Children learn to enjoy books and stories both with the childminder and on their own. The childminder supports their language development by introducing new vocabulary to build on already well developed language. She gently offers the correct word or pronunciation when required. Children thrive in this language-rich environment.
- The childminder introduces mathematical concepts throughout the curriculum. Every opportunity is taken to mention shape, number and volume and children spontaneously mention mathematics throughout their play.
- Children have many opportunities to learn about the wider world. They explore celebrations, such as Diwali and Eid in an age-appropriate way. Children develop an awareness of the diversity of the community they live in.
- The childminder encourages children to make choices throughout the day. However, at times children are not encouraged to make attempts to be more independent. For example, children are not encouraged to put their own aprons on or to try and wipe their nose. At these times, children are not developing their self-confidence and developing a 'can do' attitude.
- Parents comment on the childminder's friendliness and how much she is part of their family. They appreciate the efforts she makes to communicate children's learning and development. Parents and children stay in contact with the childminder long after they have left her care.

- The childminder ensures that children attend groups at the local library so that they have contact with other children outside of her home. Children are taken out on public transport in order for them to experience other forms of transport. The childminder is mindful of the opportunities that children already have had and she looks to fill the gaps in their learning and experiences.
- Children enjoy outings to the local forest where they chase after squirrels and learn about nature. They also have daily opportunities to run, climb and play in the garden at the childminder's home.
- Children concentrate very well on the activities on offer. They play for long periods with the childminder using bandages on each other from the doctor's kit. They use the stethoscope to role play with the dolls and each other, laughing and giggling as they pretend to hear a heartbeat. Children are well behaved and listen when the childminder gently reminds them to share, be kind and love each other.
- Children readily engage the childminder in conversations and share their views and opinions. However, sometimes, the childminder asks too many questions at once, not allowing children to think and respond. This does not always enhance children's communication and language development to its highest level.
- The childminder knows the children in her care very well. She is an excellent role model in all her interactions with them. She takes time to listen to them and to make sure that they understand the routine.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of how to identify and respond to any concerns about a child's welfare. The childminder understands how to report any allegations made against her or any household member. Her training is current and up to date. The childminder completes checks of her premises, the garden and of the resources to ensure that they are safe for children to access. The childminder holds a paediatric first-aid qualification and ensures that the first-aid kit is maintained. The childminder knows how to keep the children safe while on outings.

What does the setting need to do to improve?

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

- maximise all available opportunities for children to be independent to enhance their learning
- give children time to respond to questions and promote their communication and language development further.

Setting details

Unique reference number	153621
Local authority	London Borough of Waltham Forest
Inspection number	10308031
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 March 2018

Information about this early years setting

The childminder registered in 1997. She lives in Chingford, in the London Borough of Waltham Forest. The childminder opens from 8am to 6pm on Monday, Tuesday and Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Laura Coletti

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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