

# Childminder report

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Inspection date: 14 December 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

The childminder has a sensitive and caring attitude towards children, which helps them to settle quickly. She provides a fun and welcoming environment where children build a solid sense of belonging. Children feel safe and secure. The childminder interacts effectively with children as she supports them in their play. She focuses on supporting children's communication skills and their social and emotional development. The childminder also speaks clearly and listens carefully, which helps children to become confident communicators. Children thoroughly enjoy participating in story time, singing and action rhyme sessions with the childminder.

The childminder values children's home lives. She teaches them about other cultures and the world around them. The childminder helps children to develop a positive sense of self and respect for others. This results in children behaving well and being happy to share toys and resources. Children's high levels of curiosity and concentration are evident when they participate in covering a container with coloured paints to create a musical shaker. They persevere for long periods of time, mixing and creating new colours. The childminder teaches children about light and dark colours. She describes their artwork using descriptive words such as 'stripy' and 'marbled'. Children make good progress and gain many of the skills needed for their future learning experiences.

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

- The childminder provides good teaching and consistently promotes all children's learning and development. She is aware of each child's interests and accurately identifies their next steps in learning through her observations. Children are eager learners and happily explore their environment. However, the childminder does not consistently use the information she gathers to plan more precisely for children's interests and next steps in learning.
- Young children develop their early literacy and mathematical skills very well. They have access to a variety of good-quality books. Children also have multiple opportunities to practise their early writing skills, such as drawing in their scrapbooks and writing Christmas cards. Children confidently use resources and progress in their problem-solving skills. For example, they identify numbers and shapes and complete jigsaw puzzles.
- The childminder ensures that children get sufficient fresh air and exercise daily, as she plans a range of outings. Children visit local parks, markets and children's centres, where they can use the open spaces to develop their social and physical skills. The childminder ensures that children are provided with nutritious meals and snacks as well as plenty of water. However, she does not consistently teach them about the importance of healthy eating habits.

- The childminder is a good role model. Children learn good personal hygiene practices. For instance, they wash their hands after using the toilet and messy play. During snack time, children learn how to be independent by setting the table, cutting fruits and serving themselves water. These activities help to instill the importance of personal hygiene and teach children valuable life skills.
- The childminder firmly establishes partnerships with parents. She receives high praise from parents for providing an excellent service. Parents feel their children are supported individually and they thoroughly look forward to attending. The childminder shares daily updates with parents, including photos of their children at play in a wide range of activities, which supports children's well-being, learning and development.
- The childminder is dedicated and driven to bring about positive changes in the lives of children. She is committed to continuously updating her skills to improve her teaching and the overall provision for children. The childminder has completed training to help to improve children's communication and language skills and incorporates this into her daily routine. For example, she uses expressive reading and props to engage children's attention. The childminder is reflective and enthusiastic about enhancing her knowledge and skills to further support children with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident knowledge of how to keep children safe. She is very secure in her role of child protection. The childminder ensures that children's safety and their physical and emotional well-being are always maintained well. Young children learn how to keep safe and the childminder has good routines in place to make sure that the environment is free from potential hazards. For example, children take part in routine fire drills that teach them simple, but effective, ways to stay safe.

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

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

- make accurate use of what is known about children in order to plan even more opportunities to support their individual interests and next steps in learning
- increase the opportunities for children to learn about healthy eating.

## Setting details

<b>Unique reference number</b>	EY375890
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10308257
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	8 March 2018

## Information about this early years setting

The childminder registered in 2008. She lives in Walthamstow in the London Borough of Waltham Forest. The childminder operates during term time, from 8am until 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Rubina Nijabat

### 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The inspector reviewed parents' written feedback made available during the inspection and took account of their views.
- The inspector observed children's learning and the childminder's teaching during a range of activities.

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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