

Childminder report

Inspection date: 25 January 2024

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| 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 creates an extremely welcoming and nurturing environment for children to learn and play in. She has high expectations for children's learning and behaviour. She plans a wide range of stimulating and exciting activities that capture children's interest very well. Children show high levels of emotional well-being and behave in a positive manner. They constantly laugh and smile, showing they have a good bond with the childminder. Children feel happy and secure.

The childminder is a very positive role model. She actively joins in with children's play and maximises opportunities to introduce new vocabulary and extend their learning. As a result, children are enthusiastic learners and show high levels of engagement as they play. Children have fun exploring pasta shapes and letters. As children explore, the childminder helps them to identify different sounds and make links to familiar words. This helps to support their early literacy skills. The childminder also fosters children's imaginations and knowledge of the world successfully. For instance, when children play with sea creatures during water play, she supports them to discuss where fish and ducks live and what sounds they make.

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

- The childminder provides children with an interesting and ambitious curriculum. She offers a good balance of child-led play and adult-directed learning. The childminder knows children very well and plans lots of activities based on children's current interests and related to what they need to learn next. It is evident that children flourish and make good progress in this setting.
- The childminder places strong emphasis on supporting children's language development and love of books. For instance, children delight in exploring a variety of real fruits when reading the story of 'Handa's Surprise'. They also have fun learning about the days of the week and life cycles when exploring 'The Very Hungry Caterpillar' story. This helps to introduce children to different early mathematical concepts and nurtures their love of storytelling.
- The childminder supports children's imaginations and creativity very well. For example, children have fun pretending to sell ice creams from their toy cars when playing outdoors. The childminder enthusiastically asks them about the different flavours and children enjoy counting ice creams and discussing the cost. This helps to develop children's counting skills in a fun way.
- The childminder plans a variety of experiences that supports children's social development throughout the week. For example, children frequently visit the local park and stay-and-play sessions. This helps them to form relationships with other children and to practise their sharing and turn-taking skills. Children are friendly, sociable and have positive attitudes towards new experiences. They are

confident at talking to new adults and speak positively about the activities they do with the childminder.

- The childminder promotes children's independence extremely well. For instance, children make lots of choices during their play and enjoy helping to cut fruits at snack time. During this time, the childminder helps children to learn where different fruits come from and teaches them about halves and quarters. The childminder is skilled at maximising children's new learning during mealtimes and as they play.
- The childminder has good systems in place to get to know children when they join. Furthermore, she closely monitors children's progress and keeps parents well informed. The childminder provides children with daily feedback, regular updates and photos on a learning app and by sharing developmental reports with them throughout the year. Although the childminder sometimes informally suggests ideas to support children's learning at home, she does not fully consider ways to promote children's learning at home to help to consolidate their learning even further.
- The childminder is very professional and shows a good commitment to keeping her knowledge and skills up to date. She frequently engages in relevant training to enhance her practice and reflects on the service she offers to children and families.
- The childminder builds good relationships with parents and carers. Parents' written comments express their children are happy and enjoy attending. They also state they are impressed with the good progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to build on ideas to further support children's learning at home.

Setting details

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| Unique reference number | EY269193 |
| Local authority | London Borough of Waltham Forest |
| Inspection number | 10312270 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 25 April 2018 |

Information about this early years setting

The childminder registered in 2003. She lives in Forest Gate in the London Borough of Waltham Forest. The childminder operates for most of the year, from 8am to 5pm, Monday to Friday. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Amy Mckenzie

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 carried out a number of observations and assessed the quality of education.
- The inspector talked to the childminder about her intentions for children's learning and how she evaluates her service.
- Parents' written views were considered during the inspection.
- A range of documentation was viewed. For example, the childminder's qualification and training certificates.

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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