

Childminder report

Inspection date: 10 June 2024

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 at the childminder's home. They settle easily and form close attachments with the childminder. Children move around freely to explore with the resources. They learn to make decisions about what they want to do and they learn to lead their own play. Children develop an awareness of their likes and dislikes. The childminder plans for children to visit the local playgroup for them to meet, play and share with other children. In addition, children access a wide range of stimulating activities that help to develop their skills. They learn to handle and use different resources effectively. They pick up small blocks to stack on top of each other and they pretend to build towers and houses.

Children learn to express their needs and interests well. They enjoy using character props when listening to stories and singing along to nursery rhymes and songs. Children develop their independence well. They learn to manage tasks on their own, such as washing their hands and feeding themselves. The childminder has high expectations for children's behaviour. She acts as a good role model and she encourages children to be respectful and helpful to others. Children acknowledge the praise that they receive and this helps to build their confidence and self-esteem.

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

- The childminder observes and assesses children's learning and development effectively. She uses this information to plan what children should be doing next to move them on to the next stage in their learning. This helps children to make good progress with their learning, in relation to their starting points.
- The childminder supports children to develop their personal, social and emotional skills effectively. This helps children who are moving to school learn to manage their personal care needs. They learn to play with others cooperatively and they learn how to express their emotions well.
- Support for children to develop their early literacy skills is effective. The childminder encourages children to choose the books that they want her to read to them and she provides resources for them to practise making marks.
- The childminder makes use of children's play to support their mathematics skills. For instance, she encourages them to count, recognise numbers and compare the size of different items.
- The childminder provides opportunities for children to develop their creative skills effectively. For example, children use art and craft materials for creating and designing items for Father's Day.
- Good opportunities help children to develop their understanding of the world. For example, the childminder plans visits to the farm for them to learn about animals and she provides activities for children to be aware of the similarities

and differences of people in the community.

- Children develop an awareness of the importance of leading a healthy lifestyle. The childminder ensures that children drink water to keep hydrated and they eat nutritious snacks and lunches. In addition, she reads them a story about germs, handwashing and how to prevent sickness.
- The childminder provides a positive environment for children and she sets clear boundaries for them to learn right from wrong. This helps children to behave well and they learn to listen and to be kind to others.
- The childminder evaluates the quality of her provision effectively. She has strengthened the relationships with parents by sharing her policies and procedures so that they are clear about the expectations from her and from them. The childminder provides regular feedback to parents about their children's learning and she gathers information about what children do at home.
- Plans are in place for the childminder's professional development. She is aware of changes to the early years foundation stage for childminders and she ensures her practice is in line with the requirements. She has completed the required statutory training.
- The childminder supports children's communication and language development well, overall. However, she does not always plan effectively to support children to help them develop their ability to think and make connections with their prior learning.
- At times, the childminder arranges for children to participate in physical activities at the local park. However, she does not plan other opportunities for them to consistently perform a range of movements with their body, in order to strengthen their larger muscles, mobility and balance.

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:

- make better use of children's play to help develop their thinking skills and for them to make connection with past events
- continuously arrange opportunities for children to engage in a wider range of indoor and outdoor physical activities.

Setting details

Unique reference number	156160
Local authority	London Borough of Waltham Forest
Inspection number	10335857
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 June 2018

Information about this early years setting

The childminder registered in 2000. She lives in Leytonstone, in the London Borough of Waltham Forest. The childminder operates Monday to Friday, from 8am to 6pm throughout most of the year.

Information about this inspection

Inspector
Martina Mullings

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 viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed children, and she spoke with them and the childminder at appropriate times during the inspection.
- The inspector spoke with the childminder about her partnerships with parents.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and the childminder's paediatric first-aid certificate.

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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