

Childminder report

Inspection date: 13 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder understands children's individual needs. She forms positive and supportive relationships with children and their families. She gathers detailed information from parents when children first arrive at the setting. The childminder is nurturing and supportive. Children demonstrate a strong sense of belonging. Older children happily and confidently move around the spaces available. Young children demonstrate their emerging independence skills. This was shown, for example, when they accessed toys located further away from the childminder and glanced back to 'check in' with her as they played. This helped them to feel reassured, safe and secure. Children have a clear understanding of the childminder's high expectations for their behaviour. Children behave kindly towards one another and take turns during games. Older children are caring towards younger children. While playing, for example, they patiently waited for them to throw the ball, and they helped to serve them raisins in their bowl at snack times. The childminder visits local childminding groups and local parks. Children enjoy these opportunities to mix in larger groups and create meaningful friendships with other children. This supports their social skills and helps them to develop a sense of their community.

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

- The childminder regularly evaluates and reflects on the quality of her teaching. She attends training sessions, including online, and meets other childminders to keep her knowledge up to date.
- Children behave very well and use good manners. They demonstrate this when they spontaneously say 'please' and 'thank you' to each other during their play and the routines of the day. The childminder is a very good role model for children. She sensitively helps them to learn how to share toys and resources.
- The childminder supports children's communication skills effectively. She speaks clearly and uses repetition to help younger children pronounce new words. Toddlers are encouraged to contribute to conversations and extend their vocabulary as they proudly share their home experiences with the childminder.
- The childminder takes children on various outings to support their physical and emotional well-being and to learn about nature. They attend soft-play centres, where they enjoy participating in jumping on the trampoline to develop their balance and coordination.
- The childminder promotes good use of mathematical language in daily activities, such as discussion and play. She encourages children to count and uses their play to develop their awareness of weight, size and shapes.
- Children are motivated, as shown by their enjoyment of imaginary games. For example, toddlers imagined they were going shopping. They pressed buttons on

play cash registers and handled play money as they filled their shopping baskets with a range of play food. The childminder took this opportunity to teach older children to recognise colours and encouraged them to name and describe the different foods in the shopping basket to support their language skills.

- The childminder uses her ongoing observations to understand children's achievements and interests. Overall, she plans for children's learning effectively and considers how children of different ages can be fully involved when taking part in planned activities together. However, at times, she does not offer challenges that could extend children's learning even further.
- Care practices are good. The childminder ensures that children wash their hands after touching the pet tortoise or before meals, for example. However, she misses opportunities to support children's understanding of the importance of these good hygiene practices.
- Partnerships with parents are good. Parents' written comments about the quality of the childcare their children receive are very complimentary. The childminder keeps parents up to date with their children's development and shares how they have been throughout the day. Partnerships with other early years settings children attend are effective and promote good continuity of children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with safeguarding. She is confident to identify and swiftly respond to any safeguarding concerns in an appropriate manner. She has a suitable safeguarding policy and procedures in place. She attends refresher training to make sure that her knowledge is up to date. The childminder understands how to recognise children who may be at risk of harm, for example from extreme behaviours and views.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to understand how good hygiene practices can support their good health
- focus more precisely on curriculum planning to identify how children's learning can be extended even further.

Setting details

Unique reference number	EY222539
Local authority	London Borough of Waltham Forest
Inspection number	10128402
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 June 2015

Information about this early years setting

The childminder registered in 2002. She lives in Leyton, in the London Borough of Waltham Forest. She operates her service on weekdays from 7.30am to 6.30pm, throughout most of the year, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector looked at all areas of the home and garden used for childminding.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on children's learning.
- The inspector discussed the childminder's policies, looked at children's records and checked evidence of the childminder's suitability.
- The inspector discussed activities with the childminder and how the curriculum is organised.

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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