

Childminder report

Inspection date: 15 November 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 form good attachments with the childminder and other adults in the childminder's home. They provide a warm and friendly welcome on arrival to the children. Children happily say goodbye to their parents at the front door, and most children separate with ease. When children need extra reassurance, they readily snuggle up with the adults. When children are sleepy, adults settle them in a calm and quiet area. This supports their emotional health well.

When children show an interest in visitors, the childminder helps them to engage and be sociable. Children enjoy opportunities to engage with the local community. Along with the childminder, and other adults, they attend story and rhyme sessions at various locations. This promotes children's social skills and confidence well.

The childminder's learning programme is ambitious. It has features of familiarity and routine, which helps children to settle and progress well in the setting. Children understand the childminder's behavioural expectations and they behave well. For instance, children sit patiently outside on benches to wait for their friends to join them to begin their outings around the local community. Children are learning to be respectful of others.

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

- Children have good opportunities to develop their small- and large-muscle skills. For instance, they enjoy manipulating play dough by squeezing, moulding and cutting it. Children have fun as they develop their emergent writing skills. The childminder provides paints, brushes and mark-making tools for children to make marks. The children like moving their bodies as they move to the tune of nursery rhymes.. This promotes children's physical development well.
- The childminder, and other adults, consistently model kindness in their interactions with children. But, during some routine and group experiences, the childminder and the other adults do not consistently use effective questioning to extend children's communication and language skills further. This means that some children are not expressing their ideas and making the best possible progress with their vocabulary.
- The childminder skilfully teaches children about early maths concepts. Children learn about numbers through a range of playful activities and experiences, such as counting how many red doors they identify on a walk. This benefits children's early sorting and categorising skills.
- The childminder has an array of good-quality books to benefit children's literacy skills further. Children enjoy turning pages in books. They laugh as they repeat refrains to familiar books during fun story sessions. This fosters a love of reading.

- Adults in the setting recognise, praise and encourage children's attempts to be independent. They teach children the importance of washing their hands, particularly before eating and after using the toilet. Some children can do this with no support. At other times, adults in the setting give support to children to try to put on their own shoes and zip up their coats. Children are making progress in developing their self-help skills further.
- The childminder reflects on her practice and looks for ways to improve her skills and knowledge. She accesses training to further her knowledge and shares her learning with other adults in the setting. This helps to improve learning outcomes for children.
- The childminder gathers information about children's allergies and dietary requirements. She prepares nutritious meals and fruit snacks during the day for the children. This supports children's health.
- The childminder and other adults form good relationships with parents. They share information with them about their children's daily experiences at the setting. The childminder and parents share ideas about how to further support their children's learning at home.
- Parents are complimentary about the childminder. She talks to them about the progress their children are making at the setting. Parents comment that all the adults in the setting are friendly and approachable. This supports good partnership working with parents.

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:

- strengthen the use of effective questioning skills to give children more time to think and respond to questions to enable them to share their ideas and increase their vocabulary.

Setting details

Unique reference number	EY318555
Local authority	London Borough of Waltham Forest
Inspection number	10362088
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 10
Total number of places	24
Number of children on roll	16
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder was registered in 2006 and lives in Leyton, in the London Borough of Waltham Forest. She operates all year round from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She employs three assistants..

Information about this inspection

Inspector

Anne-Marie Giffts

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Other adults in the setting spoke to the inspector during the inspection at convenient times.
- The inspector carried out a joint observation of group activities with the childminder.
- The inspector spoke with parents during the inspection to gather their views of the setting.

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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