

Childminder report

Inspection date:

17 May 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are safe, happy and confident. They enjoy their time at the childminder's setting and form positive relationships with others. Children join in with age-appropriate activities and are keen to 'have a go'. The childminder knows the children she cares for well. She plans suitably challenging, interesting activities that help to support children's development across all areas of learning.

The childminder knows what she wants children to learn and has high expectations for what they can achieve. Older children learn the names of shapes, such as 'semi-circle' as they create things out of blocks. The childminder models language well to help extend children's communication skills. She skilfully uses questions to help encourage children to share their ideas and explain what they think. Children are confident communicators.

Children benefit from the childminder's partnerships she forms with parents. The childminder shares information with parents regularly, such as about the activities she provides for children, to help keep them well informed. She works with parents well to support children's learning and development at home, such as during potty training. However, the childminder has not acted on all advice given at the last inspection. She has not developed partnerships with other settings that the children attend to provide consistency in their learning and development.

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

- The childminder's professional development programme requires improvement. She does not plan her opportunities to learn and develop well to help her improve her practice further. She does not take swift action when areas of development are identified to ensure she makes the necessary improvements. However, the childminder has fulfilled her responsibilities to complete mandatory training, such as for safeguarding and first aid, to help maintain children's welfare.
- The childminder checks on children's development well to help her recognise and address any emerging gaps in their learning.
- Children make good progress across all areas of development. The childminder successfully teaches them the skills needed for their future learning, including for their move to school. For instance, children are independent and learn how to use cutlery with control. Older children use pens with the correct grip and enjoy drawing. They develop their hand muscles well and use objects confidently.
- The childminder is friendly, calm and caring. She forms positive bonds with children and supports their emotional well-being effectively.
- Children develop a keen interest in books. They listen well during story time and

enjoy talking about what will happen next. The childminder skilfully plans what books she reads to children. She offers them stories related to their most recent experiences, such as family trips to the beach, to help further excite and engage them.

- The childminder supports children's social skills well. Children learn to share and take turns during activities. The childminder takes children on regular outings, to help them learn how to form new friendships and play confidently with others.
- Children learn about good hygiene practices, including washing their hands before eating. They manage their own personal needs independently.
- The childminder provides children with good opportunities to be physically active, such as during outings to the local forest, to help support their health and physical development. Children learn about healthy lifestyles. The childminder provides nutritious, balanced meals and encourages children to make healthy choices.
- Children behave well, generally, and listen to the childminder's reminders of how to behave. Overall, the childminder teaches children about her behavioural expectations effectively. She acts as a good role model to help children know how to behave. However, the childminder has scope to strengthen how she teaches children about the consequences of their behaviour. At times, she does not help children to learn about how their behaviour can have an impact on themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding duties and how to keep children safe. She knows the possible signs that may indicate a child is at risk of harm and how to report her concerns. The childminder is aware of local safeguarding issues that may have an impact on children, such as the possible signs of them being at risk of extremism. The childminder's premises are safe and secure. She implements effective risk assessment procedures to help her recognise and remove any possible risk to children. The childminder has suitable procedures to check that any adult living or working on the premises is suitable to do so.

What does the setting need to do to improve?

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

- extend opportunities for professional development, to further improve knowledge, skills and practice
- develop partnerships with other settings that the children attend to embed a consistent approach when supporting children's learning and development
- strengthen teaching to help children gain a deeper understanding of how their behaviour can have an impact on themselves and others.

Setting details

Unique reference number	EY427265
Local authority	London Borough of Waltham Forest
Inspection number	10217540
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	3 to 13
Total number of places	6
Number of children on roll	16
Date of previous inspection	30 January 2018

Information about this early years setting

The childminder registered in 2011 and lives in North Chingford. She operates Monday to Friday, from 7am until 6.30pm, term time only. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and the childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting, and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documents, including her policies and procedures.

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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