

Childminder report

Inspection date: 5 December 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 thrive in this nurturing and welcoming setting. The childminder and her assistants are caring, kind and gentle. The childminder creates a warm and supportive environment, where children feel safe, valued and understood. The childminder's soft and reassuring tone helps children to feel calm and secure. This enables children to confidently explore and learn. Strong, positive relationships are at the heart of the setting. The childminder knows each child well. She takes time to understand their individual needs, interests and what they need to learn next. This enables the childminder to provide targeted support and a rich variety of activities that engage and challenge children. This supports children's development in line with their personal interests and next steps in their learning.

Children with special educational needs and/or disabilities receive good support. The childminder is proactive in meeting their needs. She provides tailored activities and strategies that help them to fully participate in all aspects of the setting's routine. The childminder encourages children to demonstrate positive attitudes, with a strong emphasis on learning about their emotions and how to manage them. She models and teaches children the importance of sharing, kindness and empathy. This helps children to develop important social skills that will support their future success. Children develop a strong sense of well-being and a positive attitude towards their learning.

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

- The childminder has taken positive steps to address weaknesses raised at the previous inspection. She actively promotes children's independence skills through daily routines. For example, children help to sweep the floor during tidy-up time, collect chairs and help set up for mealtimes.
- The childminder plans activities thoughtfully to ensure that children of all ages receive suitable adult interactions and learning opportunities. In addition, she encourages children to confidently take the lead in their own play and make their own choices.
- The childminder and her assistants work effectively as a team. They have a strong understanding of the children in their care. The childminder devotes quality time and attention to each child. She regularly shares important information about children's care and learning with her assistants.
- The childminder monitors children's progress and areas where they require additional support. However, the childminder is not always consistent in gathering information from external professionals to meet children's specific needs effectively. In addition, she does not consistently build on her knowledge of how to work with professionals from other settings and share key information to facilitate a smooth transition for children.

- Children make good progress in their understanding of early mathematics. The childminder encourages them to count, recognise shapes and identify numbers. For example, during an outdoor walk, the childminder encourages children to name the numerals they come across and count objects they encounter on their walk.
- The childminder takes children to various community groups throughout the week to broaden their learning experiences. Children also have numerous opportunities to socialise with other children.
- The childminder supports children to gain a good understanding of personal safety. For instance, she teaches children about road safety during community outings to recognise risks and hazards while on their walk.
- Parents speak highly of how much their children enjoy spending time with the childminder and the significant progress they make. They also appreciate the information the childminder shares, which helps them to support their children's learning at home.
- Overall, the childminder supports children to develop strong physical skills. Children have access to a range of activities that help to strengthen the small muscles in their hands, such as mark making and opening and closing small boxes. They also practise throwing and catching balls. However, at times, there are limited opportunities for purposeful physical play at the setting, and children have to wait for visits to the park to further develop their core strength and coordination skills.
- The childminder is committed to her continued professional development, as well as that of her assistants. She values the support of her local authority early years advisers, which helps her to recognise the strengths of her service and identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen relationships with external professionals and develop knowledge of working with other settings, to share information to support children to build on their learning further
- build more opportunities for children to develop their gross motor skills.

Setting details

Unique reference number	EY471089
Local authority	London Borough of Waltham Forest
Inspection number	10367350
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	5
Date of previous inspection	5 February 2019

Information about this early years setting

The childminder registered in 2014. She lives in the London Borough of Waltham Forest. The childminder operates her service all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate childcare qualification at level 3. The childminder works with assistants. She provides government funded childcare.

Information about this inspection

Inspector
Honufa Begum

Inspection activities

- The childminder showed the inspector around the areas of the premises used for childminding and discussed her intentions for children's learning.
- The inspector spoke to the childminder, her assistants and children at appropriate times during the inspection.
- The inspector observed the quality of education and the range of activities offered. She assessed the impact this has on children's overall learning and development.
- The inspector accompanied the childminder and children for an outdoor outing within the local community.
- The inspector looked at a sample of relevant documentation.
- The inspector considered the views of parents and the childminder's assistants during the inspection.

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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