

Childminder report

Inspection date: 22 March 2023

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 and have fun in the engaging childminder's home. Activities are set out for children based on their interests. Children have good attitudes to learning and are curious and motivated. The childminder has high expectations of the children in her care. She knows the children well and understands the next steps that they need to achieve to make good progress. Children have secure bonds with the childminder and invite her to join in their play as they explore different activities.

Children practise their good handling skills in a variety of ways. Young children dip trains into paint and make different patterns, showing a sense of achievement as they do this. They paint their hands and make handprints. The interaction from the childminder shows them that she values their work.

Children behave well. When young children become frustrated, the childminder models calmness and positive behaviour. Children respond well to this. The childminder consistently boosts children's self-esteem through lots of praise. The childminder creates many opportunities to teach children about the importance of leading a healthy lifestyle. Meals and snacks provided by the childminder are balanced and nutritious. Children enjoy outdoor play. They use the garden and spend lots of time in the local parks and forest. They climb logs, jump in puddles and feed the ducks.

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

- The childminder observes and assesses children's different stages of development. She challenges them effectively so that they acquire skills and reach the next steps in their learning.
- The childminder supports young children well in building a vocabulary of single words. She encourages children who speak English as an additional language to use their home language, while promoting their learning in English. She interprets the wants and needs of children effectively when they communicate through facial expression and gestures. She talks to them, repeating and extending what they say. She models language very well.
- The childminder encourages children to develop a love of books and reading. She provides a wide range of books for children of all ages to access freely as they wish. Books with sensory elements and flaps provide children of all stages of development to have opportunities to explore text. Furthermore, while reading the book 'Dear Zoo', the childminder adds small-world animals and sings rhymes linked to the words they read. Children develop a love of books.
- Children are very well behaved. They learn to value their toys and treat them with respect. Children have begun to do some things independently, such as

washing their hands during the day. However, there are times when the childminder completes tasks for children that they could do for themselves. This does not support children to try and have a go first and develop their independence even further.

- The childminder teaches mathematics very well. She uses many opportunities to teach children about numbers as they play. For example, she points to the numbers on the cars and counts how many they have. She challenges children's thinking by teaching them about turning left and right, as the children roll the cars in different directions. Children learn the language of size, as they look at which animal is 'bigger' or 'smaller'.
- The childminder works in partnership with parents. Parents say how happy they are with the progress their children are making. They value the good-quality care and learning she provides their children. The childminder shares children's key achievements with parents and successfully provides them with ideas of how they can support children's learning at home.
- The childminder reviews her provision and keeps her knowledge up to date. She is part of a group of childminders who share information and advice about current practices. The childminder looks beyond her own provision for advice and support. For example, she attends valuable training from the local authority advisory service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. She has a good understanding of what she would do if she suspected a child may be at risk of abuse. She talks confidently about her local procedures and knows who to contact if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. Her home is safe and well maintained, and she identifies and successfully minimises potential risks in the home and on outings.

What does the setting need to do to improve?

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

- create more opportunities for children to be able to do things for themselves, to develop their independence even further.

Setting details

Unique reference number	EY486858
Local authority	London Borough of Waltham Forest
Inspection number	10276695
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in Chingford, in the London Borough of Waltham Forest. She operates all year round, from 9am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Anahita Aderianwalla

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the playroom.
- The inspector conducted a learning walk with the childminder.
- The inspector observed the interactions between the childminder and children and carried out a joint observation with the childminder.
- Parents views were gathered through letters sent to the childminder.
- The inspector had a long discussion with the childminder, sampled relevant documentation and reviewed evidence of the suitability of household members.

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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