

Childminder report

Inspection date: 9 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder's home is spacious, well organised and safe. She has a wide range of resources which support her to deliver a broad curriculum to the children in her care. The childminder sits with children and plays with and alongside them. She offers praise and encouragement. She supports children's early language development with skilled questioning. There is a good selection of books available. However, the childminder sometimes misses opportunities to engage children in independent early reading. Parents comment positively on the support the childminder provides. The childminder is knowledgeable about strategies to support children, particularly those with special educational needs and/or disabilities (SEND). The childminder is highly effective at partnership working with parents, nurseries, schools and other agencies. This ensures children get additional support at the earliest possible opportunity. The childminder has high expectations for every child. As a result, all children make rapid progress, including those with SEND. Children behave well. The childminder gives clear and consistent guidance to children throughout the day. She helps children understand their behaviour and the impact it has on others. She encourages children to greet each other when they arrive, to share toys and to be gentle. This helps children develop a sense of right and wrong.

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

- The childminder's home is safe and clean. She conducts regular risk assessments to maintain a high-quality learning environment. The childminder considers the needs of every child when she plans activities. She has a good knowledge of each child's interests and learning goals. The childminder carefully chooses high-quality resources that challenge children and support their progress. Children engage in meaningful play. They develop the knowledge and skills they need to move on to the next stage of their learning.
- Children demonstrate good concentration skills. They apply themselves enthusiastically to their play. The childminder maintains a good balance between observing children as they play and joining in their games. Children come to the childminder for reassurance and help. She gently encourages children to complete tasks. Children have a positive attitude to their learning.
- The childminder skilfully blends elements from all areas of learning into activities. For example, in the garden, snails have gathered on a table. The childminder supports children to count the snails. Children talk about their slimy texture. Children and the childminder discuss the snails' habitat and how they found their way up onto the table. This approach supports children's numeracy, early language development and their understanding of the world.
- Children spend a lot of time in the garden, at the park, at playgroups, at the library and in museums. The childminder uses these experiences to introduce

children to nature, history, art and different people in their community. This exposes children to the awe and wonder of the world. Children are confident explorers and they enjoy new experiences.

- Parents comment on the excellent progress their children make at this setting. Parents of children with SEND say that the childminder's support and early identification have ensured their children get the best possible care. The childminder ensures a positive transition from her setting to nursery or school for all children.
- The childminder supports children to be independent. They learn to feed themselves, look after their own self-care and put on their coats and shoes. The childminder asks children how they are feeling. She helps them to understand how others are feeling. She models the language they need to be kind to others, share and build friendships. This supports children to be ready for their next steps, including starting school.
- The childminder attends courses to support her practice. She keeps her knowledge up to date through reading and as part of a peer group of local childminders. She supports other practitioners through a childminders' playgroup which she helps to organise.
- The childminder reads to children and engages them with stories through books and in play. For example, children use language from popular stories as they play. However, sometimes children do not get enough opportunities to handle books by themselves and explore stories independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children from harm and promoting their welfare. She knows who to contact should she have any concerns about the well-being of a child. The childminder attends child protection training and is aware of the procedure to follow should there be an allegation. The childminder maintains a safe, secure environment which she checks regularly. She has a good understanding of wider safeguarding issues including the potential for children to be influenced by extremist views.

What does the setting need to do to improve?

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

- encourage children to explore and investigate stories even more by creating further opportunities for them to handle books and access early literature independently.

Setting details

Unique reference number	402855
Local authority	Hackney
Inspection number	10063117
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 January 2016

Information about this early years setting

The childminder registered in 2001. She lives in the Victoria Park area of the London Borough of Hackney and works from 8am to 6pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder completed a joint observation with the inspector.
- A range of documentation was looked at, including safeguarding policies, training certificates and children's learning journeys.
- The inspector spoke to children and considered the written views of parents.

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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