

Childminder report

Inspection date: 24 October 2019

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder talks to children about how they are feeling. This helps children learn to manage their emotions. The childminder has strong links with the local primary school. Parents report that their children are happy at the setting. They continue to use the service after their children start school. Children go to collect their older siblings at the end of the school day. Babies show secure attachments to familiar adults at the setting. They reach out for a cuddle. Babies invite adults to play by them offering toys. They engage with activities and immerse themselves in their play. Children are quick to engage with singing sessions. The childminder knows that children grow in confidence at her setting. She understands that children learn best when they feel secure and safe. The childminder expects and supports children to learn and to lead a healthy lifestyle. Children develop social skills as they visit the local library and playgroups. They are happy as they learn at the setting. The childminder plans their learning activities based on what the children know. Older children play with resources that show different types of people. There are not enough resources for younger children that show positive images of diversity.

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

- The childminder encourages children to complete tasks for themselves. She steps in to help children just before they become frustrated.
- Children feel safe, secure and capable. They try to build on their previous attempts at an activity.
- Children learn about size as they experiment with different-sized toys and a posting box. The childminder teaches children about colours and shapes as she matches these on a rocket toy.
- The childminder encourages babies to watch her mouth as she speaks. This teaches babies how to make different speech sounds.
- Babies develop their physical skills as they are supported to walk and climb.
- Babies show secure attachments to familiar adults at the setting. They reach out for a cuddle. Babies invite familiar adults into their play by offering them toys.
- Children develop their listening skills as they hear different sounds, such as when the childminder scrapes a radiator and plays the xylophone.
- Water is always available for children to drink.
- The childminder talks to children about their need for rest. She expects them to be curious and to engage in activities. The childminder teaches children to identify when they are feeling too tired to play.
- Children celebrate festivals with their friends. The childminder celebrates festivals that are important to families at the setting. Children learn about their friends' cultures. Babies see themselves in mirrored toys. They learn that they look different to other people. However, there are few resources that build

awareness of ways of life that differ from the children's own life experiences.

- Babies develop their small-muscle skills as they lift the flaps on board books. They develop their sense of feeling as they explore different textures of cloth books with their mouths.
- The childminder encourages children's imagination. For example, she pretends that a paper roll is a telephone.
- The childminder uses toys to introduce new words. For example, she pretended a dinosaur was eating. Babies smacked their lips as they learned the word 'eat'.
- Children sing along with the childminder. They develop their speaking skills as they join in with familiar nursery rhymes.
- The childminder develops close relationships with the families who use her setting. She expects that the children in her care will blossom into self-assured learners. She works with local schools and services to support children's growth and learning.
- Parents report that their children always get their 'five a day' at the setting. The childminder serves foods low in sugar and salt. She teaches children how to make healthy food choices.
- The childminder uses feedback from parents to improve her setting. She attends local forums for childminders. The childminder reflects on her practice. She welcomes new ideas and uses these in her planning for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the risks to children in her area of London. She knows what to do if she suspects a child is at risk of harm. The childminder keeps her safeguarding knowledge up to date. She attends training offered by her local authority. The childminder keeps children safe online. She is careful not to allow them access to the internet. The setting and resources are safe. The childminder carries out daily risk assessments. She keeps records of fire evacuation drills. The childminder makes sure that children know what to do in the event of an emergency.

What does the setting need to do to improve?

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

- support young children's awareness of people with special educational needs and/or disabilities.

Setting details

Unique reference number	EY373226
Local authority	Hackney
Inspection number	10104582
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	3
Number of children on roll	7
Date of previous inspection	7 May 2015

Information about this early years setting

The childminder registered in 2008 and lives in Clapton, in the London Borough of Hackney. She operates all year round from 7am to 7pm, Monday to Friday, except during the summer holidays.

Information about this inspection

Inspector

Fi O'Connor

Inspection activities

- The childminder took the inspector on a learning walk around the premises.
- The inspector and the childminder completed a joint observation together.
- The inspector sampled communication between parents and the childminder. She took account of parents' views.
- Children showed the inspector their toys.
- The childminder observed interactions between the childminder and the children.
- The inspector checked documentation and evaluated the childminder's records.

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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