

Childminder report

Inspection date: 22 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from stimulating and exciting learning experiences provided by the experienced and dedicated childminder. They enjoy interesting opportunities to learn about the natural world. For example, children explore natural materials, plant bulbs and visit local woods and green spaces. They spontaneously use their mathematics learning as they proudly announce they have found 'two acorns'. Children have opportunities to use simple technology. However, the childminder acknowledges that she could develop how they learn about online safety. Celebrating diversity is at the heart of the setting. Children learn they are all unique and talk about their similarities and differences with respect and care. The childminder and her assistants have high expectations for the learning of all children. The childminder is particularly experienced in supporting children with special educational needs and/or disabilities. Children enjoy sharing books at story time. However, group activities could focus on individual children's learning needs more sharply. The childminder uses her risk assessments effectively, and children are kept safe and well. Children are settled, happy and confident. They say they enjoy their time with the childminder and are eager to spend time with their friends. Children behave well and flourish in the warm and welcoming atmosphere the childminder and her assistants carefully create.

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

- Parents praise the quality of care their children receive. They say they are particularly happy with how the childminder supports their children's confidence and emotional well-being. The childminder develops strong partnerships with parents. She supports them in extending their children's learning at home. Children benefit from the continuity in their learning.
- Children enjoy a range of activities which support their physical well-being. They laugh as they hop, jump, climb and walk backwards. Children eat the healthy and nutritious meals prepared by the childminder with relish, and talk about which foods are good for them. They understand why they wash their hands before they eat and learn to keep themselves well.
- The childminder gathers the views of parents and children to support her in reflecting on the service she provides. For example, children decide where they would like resources to be placed and help design their learning environment. The childminder has shared books with children about how to keep safe online. However, she has not developed ways to reinforce this within her setting, to secure children's understanding of how to keep themselves safe while using technology.
- Children easily access a wide variety of books. They proudly talk about their favourite stories. The childminder and her assistants use props to enrich story time. However, on occasion, group activities are slightly too long for some

children and they become distracted. This slightly hinders their concentration and ability to focus.

- The childminder provides a wide range of interesting resources which children easily access and incorporate into their play. Children explore sand using their favourite model dinosaurs. They use their mathematics learning while they think about 'up', 'down', 'under' and 'over' as they sing songs and wave different-coloured materials in the air. The childminder uses children's interests to create a challenging and varied curriculum.
- Children quickly gain the skills they need for the next stage of their education. For instance, they learn to carry out simple acts of self-care from a young age. They enjoy becoming independent and gain satisfaction from the skills they master.
- The childminder supports her assistants in gaining the skills and knowledge they need to carry out their work, for example, through regular supervision and training. Her assistants say they regularly review and reflect on their own work. They confidently discuss their ideas and plans for their professional development.
- Children's language skills develop rapidly. The childminder uses a wide vocabulary and provides an environment rich in words and writing. Children enjoy incorporating their learning into their conversations as they describe things as 'enormous' and 'fantastic'. They talk about the first letters of their names and laugh as they discover words that rhyme.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are confident in their understanding of the symptoms which may cause them concern about the welfare of a child in their care, and they have clear procedures to follow. The childminder has made herself aware of the indicators that a child may be at risk of being exposed to extreme ideas or behaviours. She ensures that all checks are carried out on her assistants and that they are suitable to work with children. The assistants know how to raise any concerns they may have about the conduct of other professionals.

What does the setting need to do to improve?

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

- develop ways to support children in learning how to keep themselves safe online
- review the planning of group activities to focus even more sharply on children's individual learning needs, to support their learning at an even higher level.

Setting details

Unique reference number	EY548424
Local authority	Hackney
Inspection number	10109954
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	18
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Homerton, in the London Borough of Hackney. She operates her service Monday to Friday, from 7am to 7pm, for 48 weeks of the year.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The inspector and the childminder carried out a learning walk. The childminder talked about how she organises her premises and resources to support all areas of children's learning.
- The childminder and the inspector talked about some of the activities children were engaged in during the inspection. The childminder talked about how she observes and assesses children. She discussed how she uses her planning to support children in moving on to the next stage in their learning.
- The inspector reviewed a sample of the documents, including those relating to the suitability of the childminder's assistants and her safeguarding policy.
- The inspector spoke to children, the childminder and her assistants at different times during the inspection. The inspector read feedback provided for her by parents.
- A discussion was held about how the childminder reflects on her service and how she identifies what she does well and what she would like to improve.

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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