

Childminder report

Inspection date: 2 December 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is very caring and provides a nurturing and relaxed environment for the children. Children build beneficial relationships with her and the rest of her family. They show that they feel safe and secure in her care. Children are eager to seek out the childminder to play their favourite games and share their exploration. Their confidence grows well alongside the responsive, gentle guidance and praise the childminder offers. As a result, children behave well, listen to what the childminder is saying and play cooperatively.

The childminder works closely in partnership with parents to ensure children's learning is consistently supported. She recognises the importance of children becoming more independent with self-help skills before they start nursery or school. However, sometimes she completes tasks for children rather than supporting them to try to do so for themselves.

The childminder recognises the importance of good speaking and listening skills to children's overall development. She provides children with lots of opportunities to listen to stories and sing songs. She names objects and talks with children about their play. However, at times, the childminder does not use opportunities as well as possible to help children extend their vocabulary to the next level.

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

- The childminder is experienced and well organised, which underpins the quality of her setting effectively. She attends training opportunities to build on her knowledge and attends regularly at the local authority childminder forum to share advice and support. She is well supported in her role.
- The childminder sets out her home with a varied and well-organised range of resources and activities. These are thoughtfully set out across her lounge and hallway, maximising the space available and motivating children to explore and to choose things for themselves.
- The childminder uses the settling-in process to gain a good understanding of children's routines. She gathers useful information from parents and finds out what children know and can do. The childminder has a good knowledge and understanding of how children learn and develop. She uses her observations to plan interesting experiences to move children forward in their learning. For example, younger children showed an interest in animals, so the childminder planned a visit to the local city farm to extend their knowledge about animals. The childminder is ambitious for all children in her care.
- Parents are kept updated on their children's daily activities and care routines. The childminder encourages parents to support children's learning at home, which ensures a consistent approach to their learning. Parents speak highly

about the childminder. They value the care she provides and the high level of communication they have with her. They say they can see their children making progress in their learning.

- The childminder works closely with other professionals to help evaluate the provision. For example, the local childminding coordinator visits the childminder and helps her to reflect on her environment and build on children's interests.
- Children make choices about their play and the childminder follows their interests well. She provides opportunities for children to carry out tasks for themselves and build on their skills. However, occasionally, the childminder is too quick to intercede and complete the tasks for children rather than giving them time and space to complete them independently.
- The childminder enhances children's communication skills. She listens to them and is interested in what they say. Children who speak English as an additional language are supported well. The childminder helps them to understand and repeat simple words. At times, the childminder misses opportunities to build on children's language skills to a higher level and ensure they make excellent progress.
- The childminder takes children to different places in the community, such as toddler groups at the local children's centre, the library and the farm. She talks about seeing children's confidence and social skills increase as they mix with larger groups of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with child protection. She is confident to identify and swiftly respond to any safeguarding concerns in an appropriate manner, if required. She has a suitable safeguarding policy and procedures in place and attends refresher training to make sure that her knowledge is up to date. The childminder understands how to recognise children who may be at risk of harm, for example from extreme behaviours and views.

What does the setting need to do to improve?

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

- develop more-effective strategies to encourage children to become increasingly independent in managing age-appropriate tasks for themselves
- make better use of opportunities as they arise to develop children's vocabulary and improve their language skills.

Setting details

Unique reference number	402733
Local authority	Hackney
Inspection number	10063114
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	4
Number of children on roll	1
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 1993. She lives in Haggerston in the London Borough of Hackney. The childminder works weekdays from 8am until 6pm, term time only.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of the adults living on the premises and evidence of the childminder's training and qualifications.
- The inspector took account of the views of parents through written feedback provided.
- The inspector carried out a learning walk with the childminder and viewed areas of the house used for her childminding practice.
- The childminder and the inspector carried out a joint observation.

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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