

# Childminder report

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Inspection date:

28 November 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children are active; they move around freely and demonstrate their energy and excitement as they play. However, at times, they get upset when the childminder stops their play if the activity is not going as expected, without making them aware why. The childminder does not plan and implement some activities effectively and, as a result, some children do not achieve the best outcomes that they possibly can. Some children have yet to develop a strong sense of right from wrong and they do not follow simple boundaries. The childminder recognises that she needs to enhance her skills in managing children's challenging behaviour. Children are not fully supported to develop an understanding of how to keep themselves safe. Despite this, children begin to develop their independence and they learn to manage some self-care needs, such as washing their hands and feeding themselves. The childminder provides healthy food for children to eat. She plans regular outings for children to visit places in the community, including the local playgroups and forest school, which the children thoroughly enjoy.

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

- The childminder evaluates her practice and she has identified some areas for development. However, she does not take prompt action to address the weaknesses. This impacts on the overall quality of education and on children's behaviour and attitudes.
- The childminder knows individual children's needs and interests. However, she does not plan and implement a balance of adult-led and child-initiated activities, in order to keep all children fully engaged and to help them develop new skills. For example, during a sensory activity, she struggles to interact and support younger children to explore positively with rice and beans. This leads to the activity ending abruptly and children becoming upset as a result.
- The childminder does not demonstrate the ability to support children effectively who display challenging behaviour. For example, she finds it difficult to help them to manage their feelings and behaviour. At times, children become confused and unsettled.
- Although the childminder supervises children well, she is inconsistent in supporting children's growing understanding of how to keep themselves safe. Despite that, she is beginning to support their personal development through encouraging them to make healthy choices at mealtimes and promoting good hygiene practice.
- The childminder arranges regular opportunities for children to visit the local playgroups, soft-play centre and forest school. This helps to develop children's social and physical skills as they play and share resources with other children and learn to do different movements with their body.
- The childminder provides some interesting activities at her home for children to

choose and explore independently. For example, children learn to use musical resources to create sounds and they use role-play toys for different purposes. At these times, children show they are confident in their surroundings, particularly when they move around the childminder's home to explore purposefully with the resources accessible to them.

- Children express themselves in different ways. Some children babble, use simple words, body language and emotions to show when they are happy and sad. However, the childminder recognises that she has yet to develop her skills fully to support children as they experience emotions such as feeling upset, sad and angry.
- The childminder develops a close relationship with parents and she encourages a two-way flow of communication. For example, the childminder obtains information from parents to help identify children's starting points and she provides them with regular feedback about their children's daily care and experiences. The childminder ensures parents are aware of her daily routines, policies and procedures so they know what to expect from her service.
- The childminder has taken some steps to enhance her knowledge and skills, in particular to support children's health and physical well-being. For example, she uses her new skills from training to plan physical activities and she works with parents to encourage healthy eating.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding and paediatric first-aid training. She has a secure understanding of child protection issues and wider safeguarding issues. For example, she is familiar with the signs and symptoms of abuse and neglect. She has knowledge of the 'Prevent' duty and she knows how to recognise if a child is at risk of being exposed to extreme views. The childminder knows the procedures to record and report any concerns, including allegations, to the relevant authorities. The childminder keeps accurate records of attendance for children. She follows children's lead as they move around her home, in order to supervise them.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve skills and knowledge in managing behaviour appropriately to better help and support children as they learn to manage their feelings and behaviour	31/12/2019

strengthen the quality of teaching to ensure all children fully benefit from the activities and to help them make good progress with their development.	31/12/2019
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**To further improve the quality of the early years provision, the provider should:**

- make better use of self-evaluation to promptly identify and address weaknesses in the provision
- consistently support children to understand how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY545774
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10105524
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Stamford Hill in the London Borough of Hackney. She operates her service from Monday to Friday from 8am until 6pm, throughout most of the year. The childminder holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Martina Mullings

### Inspection activities

- The inspector completed a learning walk with the childminder to discuss her organisation, aims and rationale for activities.
- The inspector held discussions with the childminder about her educational programmes and her daily teaching and care practices.
- The inspector viewed the childminder's paediatric first-aid training certificate, insurance policy and records of attendance.
- The inspector observed the quality of education and tracked the progress of children's development.
- The inspector completed a joint evaluation of an activity with the childminder.

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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