

# Childminder report

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Inspection date: 29 September 2021

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

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

### **The provision is good**

Children clearly have a good bond with their friendly childminder and enjoy their time in her care. They are happy and feel safe and secure. Children benefit from the childminder's high expectations and make good progress in their learning, including those who speak English as an additional language. The childminder tailors her curriculum to focus on what children need to learn next. Children are enthusiastic in their play and have a positive attitude to learning. They concentrate well on activities and are keen to complete each task. For example, children relish the feel of wet sand as they rake and dig, and squeeze it between their fingers. They devise games such as making the sand into balls and using a bucket as a target to throw the balls at. The childminder eagerly joins in and follows their lead.

Children are learning to behave well. They respond positively to the praise and encouragement they receive from the childminder. Children learn through the childminder's guidance and good example on how to share and take turns. They look forward to their friends returning from school and enjoy each other's company. Children display some of their artwork on the wall and take pleasure looking at and talking about the pictures created by their friends. The childminder shows children pictures of faces communicating different feelings. She is expressive and gives simple examples of what may make the person feel this way. Children remember some of the previous examples and create stories around what has happened to a person to make them feel, for example, sad or excited.

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

- The childminder develops children's language well. She engages in conversations with them, asks questions and repeats sentences back to them. She role models good listening skills, such as giving children direct eye contact, smiling and responding to them with genuine interest. She introduces new words and uses songs to build their vocabulary further. She helps them recall stories from books they have read, and links their play to events they have experienced.
- The childminder gives children strategies and clues about how to complete puzzles. For example, she suggests children look at the pictures and find the corner pieces. However, occasionally, she does not afford children time to make mistakes, think critically and problem-solve for themselves before she steps in.
- Children learn about nature and the world around them. For example, they are excited when they see one of the family's cats, and they scrutinise a wiggly worm they find in the mud.
- Children are becoming increasingly independent in preparation for starting nursery. For example, they wash and dry their hands, and put on their shoes when they go into the garden. The dedicated childminder wants each child to achieve as much as they can. However, at times, she does not use routines to

develop children's learning even further. For example, at snack time, children do not pour their own water or spread butter on their crackers.

- The childminder supports children's health and well-being effectively. She provides children with daily opportunities for fresh air and to be active. The children enjoy being outdoors and the childminder supports this by making good use of the local parks as well as her garden. The childminder provides healthy home-cooked food for the children and encourages them to drink water regularly. She talks about food that is good for their teeth and enables them to practise brushing a toy shark's teeth to promote good oral health. Children know that they need to wash their hands regularly and learn that this is to get rid of all the germs.
- Partnerships with parents are strong. They are very happy with the care and learning the childminder provides for their children. The childminder has adapted the way she shares information with parents. She makes more time to have conversations with them and uses digital technology so that everyone is kept involved and informed. Children's home languages are valued. For example, the childminder obtains dual-language books which she reads to children in English. Parents then take the books home to read to their children in their home language.
- Since registering, the childminder has undertaken training courses that have developed her practice and have helped her to support children's learning. For example, she completed a course focusing on two-year-olds. She explained that this helped her to review how young children in her care learn and develop when they do not have the language to express themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that helps her recognise the signs and symptoms of possible child abuse. In addition, she understands the need to protect children from extreme views and behaviours. The childminder knows who to contact if she has a concern about a child in her care. All adults with direct access to the setting have undergone the necessary suitability checks. The childminder identifies hazards in her home and minimises risks. The childminder raises children's awareness about safety through frequent conversations with them. She holds a valid paediatric first-aid certificate to enable her to treat children appropriately in the event of an accident.

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

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

- increase opportunities for children to problem-solve and think critically
- encourage children to further develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY550825
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10174935
<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 at time of inspection</b>	3 to 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Stoke Newington, in the London Borough of Hackney. The childminder provides care for children from 8am to 6pm, Monday to Friday, all year round.

## Information about this inspection

### Inspector

Helen Steven

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises. She discussed how she ensures that it is safe and suitable for childminding, and how she organises different aspects of learning.
- The inspector gathered parents' views on the quality of the setting through written feedback.
- The inspector completed observations during the inspection, of adult and child interactions, and completed a joint observation of an activity with the childminder.
- The inspector looked at available documentation to check the childminder's suitability to work with children, and sampled other documents, including accident records and attendance registers.

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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Piccadilly Gate  
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Manchester  
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