

Childminder report

Inspection date: 21 April 2022

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

Children are visibly happy and enjoy their time playing and interacting at this setting. They show a keen interest in the activities that the childminder provides for them and are eager to join in and have a go. Children form secure attachments with the childminder and show they feel safe. The childminder responds to children's needs well and supports their emotional well-being effectively. She skilfully teaches children how to do things themselves and encourages their independence. Children develop high levels of self-esteem and confidence.

The childminder has high expectations of children and what they can achieve. She has a clear curriculum intent. She knows how to help children to make good progress to prepare them for their future learning. She plans age-appropriate activities for children and successfully supports their development in all areas. The childminder knows the children in her care well and uses their interests to help to engage them in learning experiences. For instance, toddlers excitedly explore different kinds of musical instruments and enjoy using them to make sounds. They develop their understanding of how things work, while practising how to hold and use objects such as drumsticks with control.

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

- The childminder has a good understanding of how children learn. She sequences activities well and supports children's ongoing development effectively. For instance, she plans good opportunities for younger children to use and strengthen their hand muscles to help prepare them for using writing tools. Children develop their fine motor skills well.
- Children develop good communication skills. They confidently express their wants and needs to the childminder. The childminder successfully supports children to learn new words and extends their vocabulary well, such as while reading books and singing songs with them.
- The childminder forms good partnerships with parents. She regularly shares information with them about what their children are learning, to keep them up to date. She informs parents of their child's next steps in learning and offers suggestions for how they can support their learning at home to help provide a consistent approach.
- Children are physically active and healthy. They go on regular outings to the local area, such as the park. They have opportunities to use climbing equipment to help support their health and physical development. The childminder supports children's healthy lifestyles. Children eat nutritious, balanced meals and learn how to make healthy choices.
- The childminder supports children's problem-solving skills well. For instance, they learn about size and shape and which objects can be stacked on top of

others to make a tower.

- Children behave well. The childminder successfully teaches children what is and is not appropriate behaviour. Children learn how to be safe and use resources safely. The childminder praises children when they do things well, to help them learn what good behaviour is.
- The childminder evaluates her childminding service well. She recognises areas she would like to improve and takes action to develop her practice and skills further. She plans her professional development opportunities well. For instance, she has recently learned how to help children to be more creative in their play to help to extend their imagination and thinking skills.
- The childminder has created some partnerships with other early years professionals to further aid children's learning experiences. For instance, she meets with other childminders once a week to help to provide children with opportunities to develop their social skills and interactions with others. However, the childminder has scope to extend her opportunities to work with other professionals to help to enhance provisions for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities and how to keep children safe. She ensures that the premises are safe and secure for children to play in. For instance, she carries out regular risk assessments to help her to recognise and remove any hazards. The childminder supervises children effectively to help maintain their welfare. She knows what the possible signs are that may indicate a child is at risk of harm and how to report her concerns. She is aware of local safeguarding issues and understands the possible signs that may show a child is at risk of radicalisation.

What does the setting need to do to improve?

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

- extend opportunities to work with other professionals to help further enhance provisions provided for children.

Setting details

Unique reference number	402757
Local authority	Hackney
Inspection number	10214539
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 1992 and lives in Clapton, in the London Borough of Hackney. She operates from Monday to Friday all year round. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector and the childminder evaluated a teaching activity together to review the quality of education.
- Parents provided feedback about their experiences of the setting, and the inspector engaged with children at appropriate times.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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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