

Childminder report

Inspection date: 27 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 demonstrate they feel safe and secure in the childminder's care. She provides a warm, welcoming and homely environment where children appear happy and at ease. Children form close relationships with the childminder and enjoy sitting next to her when playing. They are confident talkers who readily describe what they see or hear. For instance, they hear a fire engine and say 'nee nor'. Children receive lots of praise and encouragement. This builds their confidence and self-esteem. The childminder encourages children to be kind and respectful towards each other. She encourages them to make choices as they play. She gives children time to explore and follow their interests. This helps children to develop positive attitudes toward their learning.

The childminder plans a wide range of exciting, challenging experiences overall. Children pretend to feed dolls and serve them tea in the role-play area. They respond well to gentle reminders, such as washing their hands before eating. The childminder is always close by to offer support when needed. The childminder involves children in making decisions. She asks them what activities they would like to take part in and she respects and values their choices and ideas. Children make good progress.

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

- The childminder uses what she knows about children's individual interests. She plans sequential learning activities to support children to develop their small-muscle skills. For instance, children scoop rice in small containers. They pick up rice with their fingers and sweep up any mess with a dustpan and broom.
- The childminder uses observations well, overall, to understand children's interests and where they are in their learning. She monitors children's progress to ensure they do not fall behind in their learning. However, at times, the childminder does not focus sufficiently on what children need to learn during some activities, to extend their learning further.
- Partnerships with parents are strong. Parents give complimentary praise. They say their child has made 'dramatic improvements' since joining. The childminder shares children's learning through journals, daily conversations, photographs and observations.
- The childminder provides a wide range of different materials for children to explore. However, she does not consistently encourage children to use these materials and help them to make marks in different ways, to fully extend their early literacy skills.
- The childminder has a secure understanding of how to build on children's experiences. For example, she knows children have an interest in cars so she plans trips for them to observe a variety of cars.

- The childminder interacts well with the children. She is affectionate and gentle in her approach. She engages in conversation during play and asks open-ended questions, promoting children's communication skills.
- Children behave well. The childminder has a consistent approach to managing their behaviour. She listens, supports children when they are unsettled and sings songs to encourage children to tidy up their toys.
- The childminder understands the importance of promoting healthy eating. She provides information to parents about her menu. The childminder talks to children about healthy food choices at mealtimes, which supports their understanding and awareness of the benefits of eating nutritious food.
- The childminder develops effective relationships with other professionals. For example, she discusses her practice with her childminding coordinator, makes good use of local groups and works closely with children's teachers to support their progress.
- The childminder has high expectations for all children, overall. She keeps track of children's progress and adapts activities in the setting to meet children's needs. This includes those children with special educational needs and/or disabilities. The childminder is keen to attend a course on autism spectrum disorder to enhance her practice.
- The childminder understands how to teach early years children mathematics. The childminder uses words such as 'fast' and 'slow' when children roll a magnetic train around the room and talks to children about the size and shape.
- The childminder supports children who speak English as an additional language effectively. She values their home language and encourages children to use this as they play. The childminder works closely with parents when children start and keeps them up to date with their child's progress.
- Children have good opportunities to learn about the similarities between themselves and others. They learn to respect and value people beyond their immediate family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current. She has a clear safeguarding policy and knows the local referral procedures to follow if she is concerned about a child's welfare. The childminder completes effective risk assessments and supervises children well. This helps to keep children safe. The childminder helps children to learn safe practices, such as holding hands and wearing a wristband with her contact details. The childminder is mindful of broader aspects of safeguarding, including the 'Prevent' duty. She appropriately supervises children. The childminder implements robust records, policies and procedures, which helps to support children's well-being.

What does the setting need to do to improve?

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

- place a sharper focus on the skills children need to learn, to support their learning to an even higher level
- make better use of opportunities for younger children to make marks and explore early writing.

Setting details

Unique reference number	EY432489
Local authority	Hackney
Inspection number	10063135
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 July 2016

Information about this early years setting

The childminder registered in 2001. She lives in Hackney Downs, within the London Borough of Hackney. The childminder operates on weekdays all year round.

Information about this inspection

Inspector

Pauline Valentine

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken into account in their evaluation of the provider.
- The childminder showed the inspector all the areas of the home used for childminding.
- The inspector discussed the quality of education with the childminder through a joint observation.
- Documentation was sampled by the inspector, such as the childminder's first-aid certificate and public liability insurance.
- The inspector completed a learning walk with the childminder and discussed how she implements her curriculum.

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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