

Childminder report

Inspection date: 29 June 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 content and settled and thoroughly enjoy their time in this homely environment. They build very close attachments with the childminder, who is very caring and nurturing. This supports children's emotional well-being. For instance, they delight in dancing and cuddling with her. Children chose from a range of resources that support their learning and development. They play instruments, give meaning to their marks as they paint and use their imagination as they build with construction toys. Children are motivated to learn and follow instructions well. They squeal and laugh as they play musical statues with the childminder.

The childminder encourages children's precise language skills, and children show these as they take part in activities. For example, they say, 'I have painted a rainbow spaceship'. Children are confident and secure in the setting and enjoy involving visitors in their play. For instance, they give them money and plastic food during imaginative play. Children behave well. They respond positively to praise and to the childminder's high expectations of their behaviour. Children learn to take turns and share toys in the setting. The childminder uses explanations effectively and this helps children if they become upset or frustrated. With the childminder's support, children learn how to manage their feelings and behaviour.

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

- The childminder offers a broad curriculum that helps children make good progress from their starting points and gets them ready for the next stage of learning. She observes children in their play, ensures they remember what they have learned and plans their next steps well. For instance, children have learned to use the toilet independently with help from the childminder.
- Overall, children make choices in their play and follow their interests. However, the childminder does not always give children enough time to focus on their self-chosen activity before introducing a new one. This disrupts their focus on their task. Despite this, children either confidently persist with or return to their tasks, even when the childminder is keen to move them on to other activities.
- The childminder uses opportunities that arise to enhance children's learning. For example, during imaginative play, she introduces the idea of using money. This helps children to learn about numbers, and encourages them to use mathematical language.
- The childminder is enthusiastic and has successfully created a calm and relaxed atmosphere that has a positive impact on children. She models good behaviour and teaches children to use please and thank you. Children are polite and courteous. For instance, children say to their peers, 'I want money please'.
- The childminder encourages children's love of books. She reads with enthusiasm. The childminder asks questions and builds on the comments

children make, which supports their early literacy skills. For instance, she talks to children and questions them about what is happening in the pictures in detail.

- The childminder develops children's communication and language skills very well. She provides a narrative, introduces new words to build their vocabulary and has back and forth conversations with them. For example, the childminder and children talk animatedly about a nursery event they all attended. Children make good progress in this area.
- The childminder promotes the children's self-help skills and they are developing well. Children wash their hands independently, feed themselves and persevere as they put their shoes on. The childminder encourages and praises them.
- The childminder focuses on teaching children how to stay healthy. There are good hygiene practices in place. Children wash their hands regularly and learn why they need to brush their teeth twice a day. They talk about getting rid of the 'germs' in their mouths. Children have their own toothbrush and pretend to brush their teeth and tongue, with guidance from the childminder.
- The childminder helps children to learn about similarities and differences between themselves and others. Children comment on and ask questions about physical differences as they read books together. The childminder talks to them about different types of food like yams and plantain and where they grow. Children also learn about people who help us in the community and celebrate festivals of different faiths. For instance, they learn that people celebrate Eid by praying and meeting up with family. This helps to get them ready for life in modern Britain.
- The childminder has positive relationships with parents. She gathers key information from them, which helps her to plan and support children's settling in. Parents describe the childminder as being 'full of positivity and fun' and say that her consistent care is a vital part of their child's growth.
- The childminder has kept up to date with her training. Following recent training on oral health, she has implemented new strategies that help improve outcomes for children. The childminder is a reflective practitioner and is keen to keep her skills up to date to support her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and relevant. The childminder is aware of the indicators that may suggest that a child is at risk of harm, and she is confident to report any concerns she has. Children learn how to keep themselves safe outside the setting as the childminder teaches them to look out for cars and wait until they see the 'green man' before crossing the road.

What does the setting need to do to improve?

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

- support children's learning by letting them remain focused on self-chosen activities.

Setting details

Unique reference number	EY286345
Local authority	Hackney
Inspection number	10231735
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2004. She lives in the Stoke Newington area of the London Borough of Hackney. The childminder operates Monday to Friday from 8am to 6pm, during term time only. She is registered to work with two assistants.

Information about this inspection

Inspector

Jacquie Brown

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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents as part of the inspection.

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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