

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's homely and nurturing environment. They play cooperatively with their friends and show confidence in the setting. Children have strong bonds with the childminder and her assistants, and younger children seek cuddles and comfort from them as needed. The childminder knows the children well and plans activities based on their interests. For instance, children enjoy building models with colourful bricks. They use their imagination to pretend that the green bricks represent trees and the blue bricks represent sharks. Children thrive and enjoy making up a story. The childminder and her assistants extend children's learning further as they introduce new words and ask children to count and identify colours during their play. Children are focused and motivated to learn. They make good progress in their learning from when they first start.

Children behave well. The childminder and her assistants are positive role models. They have high expectations of children and support them to develop good manners. Children respond well to simple instructions, such as to tidy up the toys and books. They learn to show respect for one another. Children are independent and gain confidence in their self-care skills. For example, they follow good hygiene practices as they learn to wash their hands independently, and younger children confidently use a spoon to feed themselves. Children develop a good awareness of oral hygiene and they know to brush their teeth after meals.

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

- The childminder knows the children in her care well. She is clear about what she wants children to learn and plans an ambitious and stimulating curriculum. The childminder closely tracks and monitors children's progress and uses this information to identify potential gaps in their learning. She plans children's next steps in learning effectively and shares this information with their parents. Children are supported well for their future learning.
- Children confidently choose books and enjoy listening to stories. The childminder and her assistants read to children in a way that engages them fully and teaches them new words. For example, they use puppets and toys to help children make links between words and objects. The childminder supports children who speak English as an additional language well. She uses key words in their home languages to help them feel proud of their identity and to support their communication skills. All children make good progress in developing their language and communication skills.
- Children, overall, develop good physical skills and are eager to take part in a wide range of activities to develop their hand-to-eye coordination. For example, children focus and take time to carefully scoop colourful rice and rose petals to fill their containers. The childminder extends their learning further as she asks

them to feel and describe the textures. She provides children with opportunities outside to develop physically, such as visits to local parks or playgroups. However, the childminder does not consistently consider opportunities for children to develop their gross motor skills and be physically active while inside.

- The childminder and her assistants teach children important social skills. Children learn to be kind and considerate of others. For example, they share their containers and take turns to fill their baskets with rice. The childminder prepares children well for life in modern Britain. For example, she plans activities around festivals and takes children to local play centres. This gives them opportunities to socialise with other children from different backgrounds.
- Parents speak highly of the childminder and comment on how well their children are supported in their learning and development. The childminder works well with parents and keeps them fully informed about their child's progress and well-being. She provides ideas to help parents support their children's learning at home. The childminder is clear about how she would support children with special educational needs and/or disabilities. She talks about working with other professionals and parents to provide the best possible support.
- The childminder and her assistants work as an effective team and review their practice regularly. The childminder works closely with the local authority team. She regularly attends training to help raise the quality of her provision and children's overall learning experiences. However, the childminder has not explored options for professional development for her assistants to enhance their teaching skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of the procedures to follow should they have any concerns for children's safety and welfare. They keep up to date with safeguarding training and guidance and have a broad knowledge of possible signs of abuse. This includes the effects of exposure to extreme views and behaviour. The childminder carries out effective induction and recruitment procedures for her assistants. She teaches children about safety in the home and on outings and carries out effective risk assessments to minimize hazards.

What does the setting need to do to improve?

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

- consider how to provide further opportunities for children to develop their gross motor skills while they are inside
- focus more precisely on the ongoing support and professional development of the assistants to help raise their good practice to a higher level.

Setting details

Unique reference number	EY455788
Local authority	Hackney
Inspection number	10236013
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	16
Number of children on roll	7
Date of previous inspection	13 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Hackney. The childminder works with two assistants. She operates her service from Monday to Friday, from 8am until 6pm, throughout most of the year. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Yasmine Hurley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector and childminder jointly observed the assistants and children and evaluated an activity together.
- The inspector observed the childminder and her assistants to evaluate the quality of the education as they delivered activities and interacted with the children.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and suitability checks for her assistants.
- The inspector took the written views of parents into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022