

# Childminder report

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Inspection date:

20 July 2023

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Met

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

### **The provision is outstanding**

The enthusiastic and committed childminder creates a thriving environment, where each child is motivated and encouraged to meet their full potential. The childminder is extremely passionate and dedicated in providing children with the best care, prioritising their emotional and mental well-being. This supports children to feel safe and secure in her care and confident to seek support.

The childminder, through her very well-planned curriculum, plans exceptional opportunities to support children's development of the natural world around them. Children benefit from growing different fruits and vegetables. They enjoy watering the plants in the allotment, and intensely discuss the progress of their plant's growth. The childminder asks children questions to develop their critical thinking skills and gives them time to respond.

Children are fascinated by the butterflies they see flying around the allotment. They enjoy counting the number of butterflies they can see. The childminder encourages children to recall their prior learning. Children discuss the different stages of the life cycle of a caterpillar in detail. The childminder carefully plans in opportunities for children to retell stories they have read in the past. Children confidently chant key phrases from the story as they play outdoors.

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

- The childminder is gentle and kind. Her sensitive and supportive approach helps children to feel safe and secure. The childminder role models exceptional behaviour, which is copied by children. Children behave exceptionally well at all times.
- The childminder consistently provides opportunities for children to practise and develop their independence skills. For example, before leaving the allotment, the childminder discusses the importance of cleaning their hands. She then encourages children to use wipes to wipe their hands independently.
- The childminder has extremely high expectations of each child and plans in ample opportunities for children to explore independently and engage in uninterrupted play. This enables children to remain immersed in activities that facilitate their development of new skills across all areas of the curriculum. The childminder has established routines that children are very familiar with. This supports children to move from the activity they are engaged in successfully and independently to the next.
- The childminder possesses a remarkable knowledge on how to effectively support children, including those with special educational needs and/or disabilities (SEND). She has completed training on how to support children with SEND. She also understands the importance of seeking additional training and

support from external professionals. This ensures that the curriculum she plans promotes children's learning and development, leading to positive outcomes. The childminder shares the significance of working collaboratively with parents, by sharing strategies that parents can employ at home to consistently support children to meet their targets. The childminder ensures to work closely with the early years adviser and inclusion team to support children with SEND meet their targets.

- The childminder consistently builds in challenges to enhance children's physical development. For example, she places the bubble wand on top of the slide. This motivates children to climb up independently, using their upper body strength. Children are encouraged by the childminder to persevere and do this independently.
- The childminder is dedicated and committed to consistently developing her own professional practice. In addition to working closely with the local authority early years adviser and attending mandatory training through the local authority, she actively seeks out additional training to develop her expert knowledge. The childminder regularly evaluates her planning, teaching, learning environment and interactions with children. Following this reflection, she enrolls herself on courses that will enable her to help children to make exceptional progress. For example, she attended a healthy eating workshop and completed training on this to support children to develop healthy habits.
- The childminder gains an in-depth understanding of each child's needs from holding discussions with parents during the settling-in period. She develops strong relationships with parents and external professionals. This facilitates a collaborative practice that enables the childminder to meticulously plan to support children to thrive and make exceptional progress.
- The childminder ensures to consistently celebrate each individual child and their identity. She plans in activities to celebrate different festivals, such as Easter, Hanukkah and Eid, to develop children's knowledge and understanding of different beliefs. The childminder supports children to learn about diversity and celebrate similarities and differences between themselves and others. This helps children to develop respect and compassion towards others.
- The strategies used by the childminder to develop children's language development and communication skills are remarkably effective. For example, the childminder works with parents to support children to use their home languages to develop the English language exceptionally well. Parents are exceptionally pleased at the rate at which their children make progress and say how impressed they are with their children's language development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is up to date with mandatory safeguarding training. She possesses an excellent understanding of her safeguarding responsibilities. The childminder attends regular training to keep up to date and be fully aware of how to identify any concerns about a child and what procedures to follow in reporting the concerns

effectively. The childminder offers children rich opportunities to learn how to keep themselves safe and healthy. They discuss the importance of washing their hands before eating food and after they have played outside. The childminder consistently shares the importance of rules and boundaries with children to help them understand the importance of being happy and staying safe. This supports children to develop an understanding of the importance of safe practices.

## Setting details

<b>Unique reference number</b>	EY491239
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10301127
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

The childminder registered in 2015. She lives in Stoke Newington, in the London Borough of Hackney. The childminder operates Monday to Friday, from 8am to 6pm, throughout most of the year. She holds a level 6 qualification. The childminder offers early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Honufa Begum

### 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 inspector spoke to the childminder, and listened to the views of parents and children at appropriate times during the inspection.
- The childminder discussed leadership and management matters with the inspector. She provided a sample of key documentation that supports her practice.
- The childminder and the inspector discussed how the childminder organises the early years setting, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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Manchester  
M1 2WD

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