

Childminder report

Inspection date:

26 September 2023

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

The childminder has put a good learning programme in place. She knows children well and plans for their individual learning needs effectively. For instance, the childminder explains stories in children's home languages. She ensures that children who speak English as an additional language have opportunities to hear their home languages, alongside English, as they play and learn. This promotes children's communication and language skills.

The childminder's setting is warm and welcoming. Children readily snuggle up to her when they listen to stories being read to them. When children are sleepy, the childminder settles them in a calm and quiet area. She monitors them as they rest. Children wake naturally from their naps. This supports their emotional health and well-being.

The childminder creates clear boundaries for children's behaviour, such as she makes tidy-up time a fun experience. Children receive encouragement to place their toys and other resources in the correct places and containers. Children develop a strong awareness of their community. The childminder arranges weekly trips to the local area, such as visiting local parks and playgroups. This helps children to learn about the world around them.

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

- Children have good opportunities to develop their small- and large-muscle skills. Children enjoy playing in the garden. They use the slide and move in a range of different ways, such as jumping. Children create artwork, build with blocks and have fun playing with puzzles. This promotes children's physical development.
- The childminder provides a flexible routine and children receive encouragement from her to choose their own play. Children show excitement when learning about how plants grow. However, at times, the childminder limits children's time during activities and directs their play. This reduces children's opportunities to extend their curiosity and learning further.
- When children show an interest in visitors, the childminder helps them to engage and be sociable. Toddlers encourage visitors to join in their play then they go back to the childminder for reassurance when they need to. Children show that they are confident and secure with the childminder.
- The childminder supervises and observes children as they move around the setting. She teaches children to climb up and down the stairs safely. However, sometimes, the childminder does not support children well to manage their own risks in other ways. For instance, when children walk around while eating, the childminder does not explain the risks to them.
- The childminder interacts well with children. She helps them to learn about

numbers through a range of activities and experiences. For instance, children sing number rhymes and count when they paint and jump. Children learn to count in English and in other languages. They begin to understand early mathematical concepts to 10.

- Children have fun as they develop their early writing skills. The childminder provides paints and brushes for children to make marks. She talks to children about the marks they make. This helps children to learn that marks represent meaning.
- The childminder has a knowledge of children's allergies and dietary requirements. Children enjoy nutritious fruit snacks at the setting. The childminder works with parents to ensure that children's packed lunches are healthy. This supports children's health.
- The childminder reflects on her practice and finds ways to improve her knowledge. For instance, she accesses different training to further her knowledge, such as local early years learning sessions. This helps to improve learning outcomes for children.
- The childminder forms links with other settings that children attend. She speaks to children's key persons and attends some story-time sessions at the other settings. This helps to promote consistency in children's learning experiences.
- Parents comment about the progress their children have made at the setting. The childminder gives parents ideas about how to continue their children's learning at home. This has a positive impact on children's next steps in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements an effective safeguarding policy and procedures, and completes regular safeguarding training. She demonstrates a good awareness of safeguarding practice. The childminder understands the importance of recognising any cause for concern about a child's welfare. She knows how to report any concerns, including allegations against adults working with children. The childminder ensures that the environment is secure and safe. She undertakes regular risk assessments to keep children safe on outings in the local community.

What does the setting need to do to improve?

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

- offer children more time to choose how they want to play with resources to extend their curiosity and learning further
- develop children's understanding about risks, especially at mealtimes.

Setting details

Unique reference number	EY433080
Local authority	Hackney
Inspection number	10285950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 October 2017

Information about this early years setting

The childminder registered in 2011. She is based in Stoke Newington in the London Borough of Hackney. The childminder has a childcare qualification at level 3. She operates during term time, from 8am to 5pm, Monday to Friday. She receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector
Anne-Marie Giffits

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 childminder.
- The inspector completed a learning walk with the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed relevant documents as part of the inspection.
- The inspector considered parents' views of the setting.
- The inspector completed a joint observation with the childminder.

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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