

Childminder report

Inspection date: 1 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted by the childminder with a warm embrace. They beam with excitement and are eager to see their friends. The childminder is motivated by a passion that all children should succeed. Children access a rich, safe and stimulating home environment. The space is organised well, to encourage children to play and explore each area. Children learn how to blow into a harmonica, and the practise with confidence as they interact with their peers.

Children participate in routines to develop their independence skills. For example, they learn how to handle cutlery. They access a large green space and forest schools in the community so that they can be physically active. The childminder is highly inclusive and welcomes children with special educational needs and/or disabilities. Children settle quickly and are given equal opportunities. The childminder and her co-childminder are excellent role models. Children learn to share and to take turns in their play.

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

- The childminder provides a broad educational programme to support children's learning in all areas. Children practise their physical skills. For example, they develop their core strength, balance and coordination skills as they move and run freely in the 'fun area'.
- Children develop their small-muscle skills. They enjoy using manipulative screw block toys and cause-and-effect toys. Children show confidence and are motivated to keep on trying as they interact with a 'lock and latch' board.
- The childminder promotes children's independence by teaching them to practise putting on their shoes and jackets. Children quickly learn to develop hand-to-eye coordination and dexterity. They learn to drink from a cup and use cutlery during mealtimes.
- The childminder provides children with a range of diverse books. Children enjoy the childminder reading to them. They particularly like choosing to interact with noise and sound books. The childminder also teaches children about the parts of the body, which helps them to learn new vocabulary. Children have access to relevant books, dolls and posters to extend this knowledge. This also helps them to understand about similarities and differences.
- The childminder interacts with children and asks them questions. She provides ample opportunities for children to engage in conversations.
- The childminder has boundaries and routines in place, which children can easily follow. The childminder and her co-childminder are very caring and nurturing. They bond well with children, who form secure attachments with them. The childminder is inclusive and is in tune with the needs of children who require additional support.

- The childminder and her co-childminder strive for children to do well. They delegate roles and responsibilities to take the lead on. The childminder and the co-childminder value and recognise each other's strengths. However, the systems in place are not effective enough to help them to reflect on their individual practice. For example, the childminder does not always share with her co-childminder the knowledge gained from training to further develop their practice.
- Partnerships with parents are good. The childminder and her co-childminder give regular advice to parents about how to support their children's development. Parents say that they are happy and appreciate the staggered handover times where they receive feedback about their children. Although children have access to a wide range of different experiences, the childminder has not explored all possible ways to share children's progress with parents.

Safeguarding

The arrangements for safeguarding are effective.

There are good systems in place to ensure that the premises are secure so that visitors do not have access to the property. The childminder and her co-childminder are vigilant and conduct regular checks to minimise hazards in the home. The childminder has a good knowledge of child protection procedures and can recognise when children may be at risk of harm or abuse. She carries out the necessary checks to ensure that her co-childminder and assistant are properly vetted to work with children.

What does the setting need to do to improve?

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

- develop a precise system to help reflect on individual practice and to work more collaboratively with the co-childminder, to further develop curriculum planning
- consider using more ways to share information with parents about their children's everyday experiences, to involve them more in their children's learning.

Setting details

Unique reference number	144522
Local authority	Hackney
Inspection number	10137937
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Hackney. She works with her daughter, who is a co-childminder. The childminder offers care during flexible hours from 8am to 5pm. The childminder and her co-childminder hold relevant qualifications in childcare at level 3.

Information about this inspection

Inspector
Jane Ihezie

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 observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her co-childminder to understand how the early years provision and the curriculum are organised.
- Suitability documentation for the childminder and household members was checked, along with the first-aid certificate.
- The inspector met and spoke to parents to take account of their views.
- The inspector viewed areas of the home used for childminding.

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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