

Childminder report

Inspection date: 4 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe through the warm and friendly relationships they form with the childminder. They play for long periods with the stimulating range of activities on offer. Children play confidently alongside the childminder and are keen for her to share in their play. They enjoy the positive interactions with the childminder, for example they paint pictures together and talk about the different patterns they create.

Children receive praise and encouragement for their achievements consistently, which promotes children's self-confidence effectively. The childminder has high overall expectations for every child and their individual learning needs are met well. The childminder supports children to develop a healthy lifestyle. They enjoy regular visits to the local park, where they benefit from fresh air and exercise. They have regular opportunities to be around children similar in age to support their social skills. This includes attending the stay-and-play sessions in the community and attending the library rhyme and storytelling sessions.

Children behave well and demonstrate good manners. They listen carefully and follow the childminder's instructions. They enthusiastically help to tidy away toys and resources, and clean and set the table for their snacks and meals.

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

- The childminder implements a well-planned curriculum, overall. She uses the information she gathers from parents when children start attending to help her plan effectively. This helps to build on what children already know and can do.
- The childminder identifies and observes what children can do and the skills they need to learn next. For example, children use their hands to thread different-sized shapes, hold and use cutlery and use writing and drawing materials. The childminder supports children with clear instructions as they successfully learn to use paint brushes and how to colour pictures.
- The childminder skilfully offers children opportunities to develop their listening and attention skills. She gives children ample time to respond to her open-ended questions, uses descriptive language with them, gives instructions on undertaking a task, and skilfully questions them to check their understanding and learning. Children are making good progress in their language skills and extend their vocabulary further.
- Children develop strong self-help skills to promote their independence. For example, they learn to put their own shoes and coats on with ease from a young age. Children have a very good awareness of their surroundings and young children make good use of the picture labelling the childminder uses in the environment. For example, children are fully aware of where to locate specific

play materials or locate containers to return toys they no longer want to play with.

- Children show positive attitudes to their learning. They concentrate well during adult-led activities and in free play. The activities on offer are stimulating and purposeful for individual children's development. They have very good opportunities to have a say and make independent choices during play to develop their interests and extend their engagement further in activities.
- The childminder recognises when children need support to understand how they are feeling. For instance, she uses pictures of faces that display different emotions to help children to express how they feel. Children are learning how to acknowledge their feelings and what they can do to manage how they feel. This positively supports their emotional development.
- The childminder uses opportunities that arise to extend children's mathematical understanding and problem-solving. Children explore comparing, matching, and size with the childminder.
- Partnerships with parents are effective. Parents speak highly of the childminder and strongly value the information she shares with them about children's learning. This enables parents to extend children's learning at home even further. Parents say that children form close bonds with the childminder. They feel that children are well supported and are progressing extremely well.
- Children are developing their understanding, thinking and problem-solving skills well. However, children's interest in information technology is not extended to give them the skills for later years.
- The childminder is committed to her role, and she welcomes the support of her local authority advisory team. However, systems for reflective practice are in their early stages to evaluate the strengths and weaknesses robustly and raise the quality of practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding. She regularly updates her training to ensure that she is up to date with any changes in legislation. She recognises the importance of understanding wider child protection issues and continues to update her ongoing professional development. The childminder has a good understanding of her role in keeping children safe from harm. She knows how to recognise signs that a child might be at risk and the procedures to follow should she have any concerns about a child's welfare. The childminder uses risk assessments effectively to ensure that her home is a safe environment and that children are well cared for.

What does the setting need to do to improve?

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

- build on children's interests and allow them to access, explore, and develop further skills in technology
- continue to improve systems for reflective practice to identify strengths and weaknesses to improve practice even further and support children's learning.

Setting details

Unique reference number	2518276
Local authority	Hackney
Inspection number	10207956
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	2 to 2
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Hoxton, in the London Borough of Hackney. She provides childcare throughout most of the year, Monday to Friday, from 7am to 7pm. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The was the first routine inspection the provider 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 provider.
- The childminder took the inspector on a learning walk. The inspector discussed with the childminder how the curriculum is organised.
- The inspector spoke to children and childminder at appropriate times during the inspection.
- The inspector took account of parental views from the written information provided by them for inspection purpose.
- The inspector reviewed relevant documentation, and discussed the childminder's practice for reflective practice to identify the strengths and weakness in her service.

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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