

Childminder report

Inspection date: 28 June 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 separate smoothly and quickly from their parents as they arrive. They are happy and settled in this homely environment. Children have close bonds with the warm and nurturing childminder and feel safe and secure with her. For instance, they laugh and giggle as they sing songs with her. Children play independently with a range of resources that support their interests and stage of development. The childminder moves children on in their learning as they play and explore. For example, young children learn where you might find different forms of transport. Children follow instructions and focus well as they play simple games that develop their physical skills.

Children form close friendships with one another. They are kind and offer support to each other as they play. For instance, older children help younger ones learn how to play a new game. Children are confident communicators. They switch between their home language and English as they play and interact with others. Children behave very well. They are clear about the expectations in the setting and listen closely to guidance from the childminder about sharing resources. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boost their self-esteem.

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

- The childminder offers a broad and balanced curriculum for all children with a firm emphasis on the prime areas. It is well planned and, overall, prepares children well for the next stage in their learning. However, during some activities, the childminder does not always stretch the most-able children to extend their critical thinking skills.
- Children make good progress in their communication and language skills. The childminder supports them in a variety of ways. For instance, she provides a narrative for children as they play, introduces new words to build their vocabulary and sings a variety of songs with them.
- Children develop a love of reading as they enjoy story time. The childminder enthusiastically reads 'Handa's Surprise'. Children show great interest in books and look at the pictures. They help to tell the story through imaginative play and learn the names of different fruit and animals. Their learning is further embedded as they have the opportunity to try fruit from the story at snack time.
- The childminder talks and sings to children effortlessly in their home language and English. As a result, children make good progress in learning English and Yiddish. The childminder helps children practice and learn about customs to deepen their own understanding of Judaism. For instance, the children recently celebrated Shavuot. They engaged in imaginative play about receiving the Torah and made a cheesecake together.

- The childminder provides children with a range of resources that reflect the wider community. Children learn about people who help them locally and about festivals celebrated in different faiths. This helps to prepare them well for life in modern Britain.
- The childminder actively promotes healthy living. Children's physical development is well supported. They get plenty of fresh air and climb, swing and run at the local park. Children also learn about healthy eating. The childminder teaches them about where certain foods come from and they talk about eating a healthy, balanced diet.
- The childminder supports children's independence effectively. Children have time to do things for themselves. For example, they put their rubbish in the bin, feed themselves and wash their hands thoroughly before lunch.
- Partnerships with parents are very good. Parents speak highly of the service the childminder provides and talk about the 'amazing progress' children make. The childminder ensures that parents have daily updates about their child's learning. Weekly newsletters are provided so that they have information about how to support their children at home.
- The childminder is able to reflect on her practice and has used strategies she has learned on training to improve outcomes for children. For instance, she uses a variety of stories along with imaginative play to support children in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and relevant. The childminder is aware of the indicators that may suggest that a child is at risk of harm and she is confident at reporting any concerns she has. She carries out risk assessments and she talks to the children about risks when they are out, to help them learn how to keep themselves safe.

What does the setting need to do to improve?

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

- should build on opportunities to challenge the most-able children's critical thinking skills and extend their learning even further.

Setting details

Unique reference number	2561779
Local authority	Hackney
Inspection number	10232141
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stamford Hill, in the London Borough of Hackney. She operates weekdays from 9.30am to 3.30pm during term time. The childminder receives funding for the early education of children aged two years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jacquie Brown

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 her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the childminder's professional development.
- The inspector considered the views of parents as part of the inspection.

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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