

Childminder report

Inspection date:

7 December 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 flourish in this safe, clean and well-organised home-from-home environment. They settle well and gain self-confidence quickly. Children confidently explore toys and activities that interest them. The childminder and her assistant are friendly and caring towards children. They sit with children and interact with them during their play. Children are happy and build secure emotional attachments with the childminder and her assistant. They learn about nature. Children go on walks to the park and collect leaves for autumn-themed activities. For example, children create collages with several leaves to display in the childminder's home. Children develop a good sense of belonging and high self-esteem.

Children play together harmoniously and develop friendships. They are excited as they build a tall tower and giggle with delight when it falls. Children engage in several activities, showing persistence and concentration to complete tasks successfully. The childminder and her assistant speak calmly to children, providing lots of praise, smiles and encouragement. This helps children to learn how to share resources and toys. The childminder has high expectations for children and their learning. She models and promotes positive choices for their behaviour. Consequently, children understand her behavioural expectations. Children behave well and demonstrate positive attitudes towards their learning.

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

- The childminder and her assistant provide opportunities for children to have daily exercise and fresh air. Children play in the communal garden, playgrounds and parks. This helps to promote children's physical skills.
- The childminder identifies children's starting points in learning with their parents when they start at her setting. She assesses children's progress and identifies areas where children need extra support. The childminder uses her knowledge and understanding of child development to vary her planning of group activities to reflect children's different abilities. Children make good progress.
- Parents describe the childminder's setting as a 'calm and warm place'. They are very grateful for the care and attention their children receive. The childminder uses daily feedback to share children's learning and development with their parents. Additionally, she works with parents to support children with toilet training. This effective partnership ensures that adults work together to provide the best possible outcomes for children.
- The childminder and her assistant take every opportunity to promote children's home language. They are bilingual and support children's language in English and Yiddish. Children are confident communicators. The childminder questions children as they play to explore their understanding further. However, at times, she does not give children enough time to respond to her questions, to extend

their language skills further.

- The childminder supports children's understanding of mathematical concepts. Children enjoy making several shapes with play dough. The childminder and her assistant play alongside children and narrate their play. They introduce words such as 'sides', 'corners' and 'square'. In addition, the childminder and her assistant encourage children to count the number of sides and corners in a square. This helps to build foundations for children's future learning and eventual move on to school.
- The childminder understands the importance of promoting children's independence skills. Therefore, she encourages children to take part in helping with daily routines. For example, children help tidy up their toys, clean the table and wash their hands before lunch. However, occasionally, the childminder completes tasks for children rather than her helping them to learn to do things for themselves. For example, she takes off some children's coats and hangs them on their pegs.
- Children's health is well promoted. The childminder provides children with nutritious, home-cooked meals and encourages children to make healthy choices. The childminder and her assistant talk to children about the importance of oral health and hygiene. As a result, children learn to keep fit and healthy.
- Inclusion, diversity and equality are promoted in this welcoming setting. The childminder and her assistant help children to learn about respect and tolerance of others. She teaches children about different customs and festivals, including Diwali and Hanukkah. Children learn about the world around them and the diversity of cultures represented in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant understand their roles and responsibilities to keep children safe. They have a good understanding of the procedures to follow should they have any concerns. The childminder and her assistant are alert to signs and symptoms that may indicate a child is at risk of harm or suffering from abuse. They know the procedure to follow if an allegation is made against them. The childminder regularly assesses her home and places she visits for potential risks to ensure that they are safe and secure for children.

What does the setting need to do to improve?

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

- provide children with enough time to think and respond to questions, to extend their language skills
- increase opportunities for children to do more tasks for themselves to develop their independence skills further.

Setting details

Unique reference number	2584978
Local authority	Hackney
Inspection number	10251099
Type of provision	Childminder
Registers	Early Years 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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Upper Clapton, in the London Borough of Hackney. She employs two assistants to work with her at various times. The childminder provides care from 9.30am to 3.30pm, Monday to Thursday, and from 9.30am to 12.00pm on Friday. She is open all year round, except during bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides early funded education for two-year-old children.

Information about this inspection

Inspector
Yemi Afolabi

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to the childminder, children and her assistant at appropriate times during the inspection.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of persons living in the household and the assistants.

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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