

Childminder report

Inspection date: 13 February 2023

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 are happy and settled in the childminder's care. They have developed close attachments with her. This can be seen in their engagement with the childminder as they eagerly explore a variety of stimulating learning experiences. For example, children are excited to engage in imaginative role play, where they can explore farm animals. They are thrilled to wash the animals and learn how the cows provide us with milk. They show interest in learning about chickens as the childminder teaches them to understand where we get our eggs from. Children are making good progress in their learning as the childminder plans her curriculum around their individual interests. She continually assesses their progress and works with parents. This helps ensure children are developing the necessary skills to support their next stage of development.

Children demonstrate they feel safe and secure as they are content for the childminder to support them with their personal care. They are happy to rest after eating their lunch as they are familiar with this routine. Children are supported to feel a sense of belonging as they can speak their home language as well as developing English speaking skills. This is because the childminder speaks with the children in both languages. She shares books with them written in both English and in Yiddish. Children's behaviour is good. They are learning to share and take turns as the childminder supports them to play cooperatively.

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

- The childminder has a good knowledge of child development and how children learn. She uses this knowledge to effectively plan a broad range of learning experiences. This helps children develop in all areas of learning. She is skilled at adapting learning experiences as she takes her lead from the children. For example, she supports children's mathematical concepts when they show an interest in filling containers. She encourages them to observe how these are full and empty.
- The childminder has established strong partnerships with parents. Parents share they feel well informed about their children's progress and how to support their learning at home. Their comments include, 'I appreciate the constant support from the childminder. The imaginative interactive play everyday, along with the exciting educational activities, makes this a place that my child loves to attend every day.'
- Children are developing good speaking and listening skills. The childminder continually engages in conversations with them. She repeats words for them to practise. However, at times, the childminder does not take opportunities to extend their vocabulary even further. For example, during mealtimes and when talking about food, the childminder continually uses the word yummy to describe

food. This means that children are not consistently being introduced to more descriptive words which will further enhance their vocabulary.

- Children demonstrate good concentration skills as they play with coloured pom-poms. They confidently use tweezers to pick these up and place them into containers. They can sort the pom-poms into their colour groups. They are delighted when the childminder praises them for knowing their colours and for their skills in using the tweezers.
- Children are developing helpful behaviours. For example, they take pleasure in helping to clean and lay the table at mealtimes. They are confident to peel and cut their own bananas and satsumas. Children eat extremely well as they enjoy healthy food options for lunch. They can help themselves to more food if they remain hungry. Children's confidence and well-being is fully supported as they develop these valuable independence skills.
- Children are supported to engage in regular exercise as the childminder plans physical play opportunities in the home, as well as taking children on daily outings. Trips to the farm are incorporated into planning to support children's interests and to extend their knowledge and understanding of their wider community.
- The childminder is an experienced early years practitioner. She demonstrates a commitment to her continued professional development. She attends regular courses to enhance her knowledge. This has a positive impact on the care and learning opportunities she provides for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and clean home environment for children. She teaches them how to keep themselves safe, both inside the home and when they go on outings. Children learn about the importance of good personal hygiene as they are supported to wash their hands before eating. The childminder discusses with them, how this helps to stop germs and the spread of infection. The childminder has a secure knowledge of safeguarding matters. She knows the procedures to follow if she has concerns about a child's welfare. She keeps her safeguarding knowledge up to date by attending regular training.

What does the setting need to do to improve?

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

- support children to make even more progress with their growing vocabulary by consistently introducing new words into their daily routines.

Setting details

Unique reference number	2594178
Local authority	Hackney
Inspection number	10251336
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	9
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2020. She provides childminding services, Monday to Thursday from 9.30am to 3.30pm, and on Fridays from 9.30am to midday. The childminder is in receipt of funding for the provision of free early education for children aged two years. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Siobhan O'Callaghan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder talked with the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the parents' written views.

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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