

Childminder report

Inspection date: 2 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

The childminder has an in-depth awareness of children and their families as she settles children into her care gradually. She collates relevant information regarding their care and development from the time of them starting. This enables her to plan and provide a detailed curriculum and a routine that meets the children's needs and is unique to them. She promotes the emotional well-being of children very well, which means that children settle into her care quickly and happily. Children benefit from regular outings in the local community and attend various community groups, which allows them to have additional learning experiences. Children are strongly supported to develop their speech and language skills. They enjoy selecting books freely and being read to throughout the day. Children develop strong self-identities and an awareness of the differences between them. For example, they love looking at the photos displayed of their families and sharing the experiences they have had within a diverse community.

Children form secure and trusting relationships with the childminder and her assistants. She models good behaviour and respect very well. Children show a developing understanding of learning to share and take turns with resources from a young age. They receive good praise and recognition for their behaviour and achievements in their learning.

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

- The childminder is strongly committed to enhancing the quality of her service to children. For example, since the previous inspection, she has ensured that assistants working with her are assessed as suitable with Ofsted, and the required public liability insurance is in place. These measures contribute to safeguarding children's welfare. Play and learning experiences have been further developed, such as supporting children's large physical development with the good use of indoor resources, and community facilities are used to enhance this area of learning.
- The childminder provides a broad range of well-organised activities for children. She has arranged her home to enable children to independently explore and select play materials. Children are encouraged to make choices of their own, which they do confidently. This allows them to have a say in their learning and extend their interests. They are occupied and engaged at all times, enjoying the variety of learning experiences provided to them.
- Children develop a good range of skills to help them prepare for early writing. For example, they use a range of brushes for painting, learn to play the guitar to create sounds using the strings and access a range of musical instruments that require different skills by using their hands in different ways.
- Children have a strong interest in their surroundings when out in the community.

They are quick to point out aeroplanes in the sky, the squirrels in the park and the noise of a leaf blower being used. They are quick to imitate the sounds or initiate their own play, such as locating fallen twigs to use as leaf blowers to swish the fallen leaves across pathways.

- Children's independence skills are strongly supported, as they are encouraged to take off their own shoes on arrival to the premises, have the right skills to feed themselves, wash their hands before eating and help tidy away toys.
- Children benefit from a strong focus placed on supporting their mathematical understanding. The childminder recognises opportunities in play and routine activities that arise to support mathematical learning. For example, as the children learn about different animals, the childminder supports them to learn to count out and compare sizes. She further extends this for individuals to learn about different shapes and compare heights and sizes.
- Partnerships with parents are strong. The childminder liaises with them regularly to keep them informed of their children's development and to build on experiences and interests they have from home. Feedback from parents is highly positive about all aspects of the service that they and their children receive. However, partnerships with other settings that children move on to, or also attend, are not as robust to support transition to a new setting and build on children's overall development.
- The childminder works closely with her local authority advisory team to enhance her own development and share good practice with her assistants. She and her assistant meet regularly to review the delivery of the curriculum and to identify any gaps in the service offered to children and in their own development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- build on partnerships with other settings that children attend for ongoing support of children's overall learning and development and to support positive transitions.

Setting details

Unique reference number	2596689
Local authority	Hackney
Inspection number	10361069
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	7
Date of previous inspection	4 July 2024

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Hackney. She employs a full-time assistant. The childminder operates all year round, Monday to Friday, from 8am to 6pm, for most of the year. The childminder holds an appropriate level 5 qualification and her assistant is qualified to level 3.

Information about this inspection

Inspector

Shaheen Belai

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises. In addition, the inspector spoke to the childminder about risk assessments and the safety of children when out in the community.
- The childminder and the inspector discussed how the childminder organises their early years provision, including aims and rationale for their early years foundation stage curriculum.
- The childminder gathered feedback from parents at the inspection and took account of their views. She spoke to the childminder's assistants and the children when appropriate.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and discussed the ongoing suitability of the childminder and her 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024