

Childminder report

Inspection date:

12 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder knows what she wants children to learn and the skills that they need in order to move on to school. However, the curriculum which the childminder offers children does not consistently support their learning. The childminder and her assistant understand the need for children to learn in a language-rich environment. They know that children need to sing songs and read stories that build on children's knowledge. However, the childminder and her assistant communicate with children with vocabulary that they already know and that does not offer children the opportunity to learn and extend their language development.

Children are happy and settled in the care of the childminder. They form strong bonds with her and are comfortable in the environment. Children are encouraged to make choices in their play and they are supported by the childminder and her assistant. Children are encouraged to take turns and to share the resources. For example, the childminder quickly deals with a minor disagreement over a favourite toy and explains calmly to children that they need to share. During these times, children learn to self-regulate and be kind to each other.

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

- The childminder and her assistant know children well and can identify what they need to learn next. However, they do not always know how to provide individual learning opportunities for children. Nevertheless, children reach their everyday milestones but this is not always due to the curriculum on offer.
- The childminder and her assistant use everyday and basic language with children. Children do not hear words that help them to build a rich vocabulary and extend their learning. For example, while reading a book, the childminder does not offer new and exciting words to inspire children's curiosity. For example, when children mention a 'baby pig' in a book, the childminder does not label this as a 'piglet'. Also, the childminder does not encourage children to ask questions.
- Children have opportunities to build on their gross- and fine-motor skills. They go on regular outings to local play areas, where they can dig in large sandpits and climb, run and use the slide. During these times, children develop their physical strength. Children use threading and puzzles, which helps to encourage their problem-solving skills.
- Children are offered some opportunities to develop their self-help skills. For example, the childminder asks older children to turn the pages on the storybook. However, this is not consistent. Children are not given the opportunity to pour their own drinks, scrape their own plates or try and put their coat on. During these times, children do not consistently develop the skills to be independent.
- Parents comment on the childminder being warm and loving towards their

children. The childminder uses an app to let parents know how their children are developing and sends photos and videos. Parents are grateful for the effort which the childminder makes to let them know what children have eaten and how long they slept. This supports continuity of care and learning for children.

- Children's mathematical development is not consistently extended. For example, when children play with trains, the childminder does not follow children's lead when they comment on the number of trains. During these times, children do not have the opportunities to deepen their mathematical knowledge.
- Children are generally well behaved and listen well. For example, when the childminder tells children that they will leave the park in five minutes, children listen and happily pack up their buckets and spades. This helps children to understand what is expected of them.
- The childminder and her assistant are kind and patient with children. However, they do not always offer children good role modelling. For example, the childminder does not always say 'please' and 'thank you' to children and does not expect them to do the same. During these times, children do not develop their personal and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their role in keeping children safe. They can identify the signs and symptoms of abuse and they know who to contact for support. The childminder attends regular training to keep her knowledge up to date. She knows who to contact if an allegation is made against her or the assistant. The childminder knows how to keep the environment safe inside. She carries out risk assessments before she takes children on local outings. Children are kept safe, such as they wear blue bibs while out in public so they are easily identifiable.

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 consistent opportunities to hear a rich vocabulary that extends their language and communication
- improve the opportunities that children have, to develop their independence and self-help skills
- develop children's mathematical development during their play
- ensure that adults are good role models to children so that they can learn and develop the important social skills which they need.

Setting details

Unique reference number	2596689
Local authority	Hackney
Inspection number	10280986
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Borough of Hackney. She employs a part-time assistant. The childminder operates her service all year round from 8am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder is qualified to level 5 and her assistant is level 3.

Information about this inspection

Inspector

Laura Coletti OBE

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 their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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