

# Childminder report

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Inspection date: 12 July 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a strong sense of community within her home. Children feel relaxed and happy as they get to know their friends and the childminder very well. They listen to the childminder as she teaches them about their own cultural backgrounds and those of others. Children develop a strong sense of who they are and who others are in their local community. The childminder reinforces kindness and respect for others. Children show high levels of self-control. They share with their friends and wait for their turn. Children are highly cooperative with one another, and they behave well.

The childminder speaks to children in Yiddish and English. She translates new vocabulary clearly so that children grasp an understanding of new words in both languages. Children know the meanings of an increasing range of new words. The childminder reads stories to children. She uses the illustrations to talk to them about the people and the objects they can see. Children understand that words have meaning and develop an interest in books. The childminder plans a range of activities that children enjoy. Children enjoy painting, mark making and sensory play. They learn to be curious and inquisitive learners.

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

- The childminder finds out from children what they want to learn about. For example, when children show an interest in different colours, she plans activities for children to experience them. The childminder creates opportunities for children to explore the different-coloured leaves, which they find outside. Children apply their new knowledge and deepen their understanding of what they have learned.
- The childminder plans activities that children find interesting. However, on occasion, she does not always fully consider what individual children need to join in. On occasion, some children are not fully engaged in group activities. Children do not always have opportunities to fully develop their concentration and focus.
- The childminder finds out what children know and can do. She demonstrates a strong understanding of the next steps of individual children. The childminder plans activities that help children to strengthen their skills over time. For example, the childminder teaches motor skills through painting, drawing and sticking activities. Children reach their developmental milestones.
- The childminder helps to support children's understanding of new vocabulary in Yiddish and English. She repeats new language and explains words in a way that children understand. However, on occasion, the childminder asks children closed questions. She sometimes answers her own questions without waiting for children to respond. Children do not always have the most ambitious opportunities to say the new words that they have learned.

- The childminder understands that some children need additional help with their learning. She identifies gaps in their knowledge and supports families to access expert help where required. All children receive the support that they need to learn.
- The childminder teaches children to take responsibility for their self-care. She encourages children to sit together at a small table and eat together. Children learn table manners. They learn how to use different cutlery. Children ask for help when they need it. They gain independence and confidence.
- Parent partnerships are strong. Parents say that the communication during settling-in time has helped their children to feel relaxed and happy. They report that discussions they have with the childminder help them to know what their children are learning about. This helps parents to extend their children's learning at home.
- The childminder is reflective of her practice. She is keen to continue to develop her knowledge and skills. The childminder arranges training for herself and her assistant to help their practice to continue to develop over time.
- The childminder understands that it is important for children to lead a healthy lifestyle. Children go outside in the garden every day and get fresh air and exercise. The childminder regularly takes children to the enclosed playground. Children are physically active and gain resilience as they take risks in their play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in her care. She regularly arranges training for herself and her assistant to help keep their knowledge and skills up to date. The childminder demonstrates an understanding of the signs that may indicate a child is at risk of abuse or harm. She knows how to report her concerns to the appropriate authorities. The childminder knows how to act in the event of an allegation being made against an adult. She teaches children about personal safety when crossing the road and going on outings.

## What does the setting need to do to improve?

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

- develop planning further to support all children to develop their concentration and focus
- build on continuous development opportunities to extend how children use expressive language.

## Setting details

|                                                    |                      |
|----------------------------------------------------|----------------------|
| <b>Unique reference number</b>                     | 2632560              |
| <b>Local authority</b>                             | Hackney              |
| <b>Inspection number</b>                           | 10301077             |
| <b>Type of provision</b>                           | Childminder          |
| <b>Registers</b>                                   | Early Years Register |
| <b>Day care type</b>                               | Childminder          |
| <b>Age range of children at time of inspection</b> | 2 to 2               |
| <b>Total number of places</b>                      | 3                    |
| <b>Number of children on roll</b>                  | 3                    |
| <b>Date of previous inspection</b>                 | Not applicable       |

## Information about this early years setting

The childminder registered in July 2021 and lives in Stamford Hill in the London Borough of Hackney. She works with an assistant. The childminder holds an appropriate early years qualification at level 3. She operates during term time, from 12.30pm to 4pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Daurge

## 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 setting.
- The childminder showed the inspector around the premises, and they discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed 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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