

Childminder report

Inspection date: 19 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder's setting is welcoming. She greets children warmly, and they readily accept cuddles and comfort from her. This helps children to feel secure. The childminder plans and implements an ambitious learning programme. She gathers information from parents about their children before they start the setting. The childminder uses this information to plan effectively for children's individual learning. This helps her to understand the children she cares for and their next steps in learning. For example, the childminder recognises that some children need support to gain more physical strength. She sets up experiences to support them to gain more strength. For example, the childminder provides tummy-time activities for babies to promote their gross motor development. She plans well for children's learning in the prime areas.

The childminder consistently models rich language when she is talking to children. She demonstrates a good understanding of child development and uses this to pitch her interactions well to further extend children's communication skills. The youngest children use their eyes to follow her around as she sings softly to them. The childminder is a good role model and has high expectations of children's behaviour. The childminder speaks to children about how to treat each other with respect and think about the feelings of their friends. Her interactions with children are nurturing, and the youngest children respond positively with coos and babbles. This helps children to feel safe and listened to.

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

- The childminder promotes children's early understanding and language development well. She incorporates actions into the songs she sings with children. When the childminder speaks to children, she comments on what they are doing. For example, while singing 'Row, Row, Row Your Boat' with children, she sways the youngest children in her arms. This helps babies and young children to hear language in context.
- The childminder carefully considers her learning programme for literacy. Each week she takes children to the library, where children take part in storytelling experiences. The childminder has a good range of quality books, and children enjoy sharing books at the setting. These experiences promote children's early literacy skills.
- The childminder plans daily routines for children to attend trips in the local community, such as the park. Additionally, she signposts parents to experiences in the local community that support their children's interests. This promotes children's understanding of the community they live in.
- During care routines, the childminder creates warm bonds with children. She sings songs and speaks gently to them. The childminder recognises when

children are sleepy and uses gentle strategies to soothe and help them to feel more comfortable. She monitors them as they sleep, and children wake naturally from their naps. This benefits their emotional health and well-being.

- The childminder has a good knowledge of children's allergies and dietary requirements. The childminder works with parents to ensure that she adheres to parental preferences. She also makes sure that children's packed lunches are healthy.
- The childminder supports children's hygiene routines. For example, she cleans her hands and cleans the kitchen area before she prepares food and drink. However, at times, the childminder does not help children to understand the importance of hygiene procedures.
- The childminder reflects on her practice and finds ways to improve her knowledge. For example, she attends training to further her knowledge, such as sessions on supporting children's prime areas. The childminder also completes training to support her role in working with children with special educational needs and/or disabilities. This helps to continually improve children's learning.
- Partnerships with parents are strong. Parents comment that the childminder is friendly and approachable. They are delighted with the progress their children make at the setting. Parents praise the childminder for the updates she provides about their children's development to benefit children's learning at home.

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:

- strengthen children's understanding of the importance of good hygiene practices.

Setting details

Unique reference number	2654413
Local authority	Hackney
Inspection number	10325784
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	0 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Homerton, in the London Borough of Hackney. The childminder holds a childcare qualification at level 3. She operates all year round, from 8am to 6.30pm, Monday to Friday, including before and after school, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anne-Marie Giffts

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 inspector viewed the setting and discussed the safety and suitability of the premises with the childminder.
- The childminder and inspector completed a learning walk together.
- The childminder and inspector carried out a joint observation to assess the quality of the education provided.
- Parents spoke to the inspector about their children's experiences at the setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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