

Childminder report

Inspection date: 10 June 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 provides a warm, safe and homely environment for children where they feel safe, secure and happy. The childminder forms strong relationships with children. They seek her out for comfort or reassurance when they feel overwhelmed and unsure. The childminder provides an ambitious curriculum for children. Children are eager and curious to engage with the opportunities offered daily. Children thread pasta onto pipe cleaners, concentrating intently and displaying good hand-to-eye coordination.

The childminder has high expectations of children and as such the behaviour of children is good. There are rules and boundaries in place which the childminder helps children to navigate and understand. The childminder is a positive role model, she demonstrates the importance of turn taking and sharing. She supports children to wait patiently for their turn as they pass around the song bag, each choosing which rhyme they would like to sing during circle time.

The childminder encourages children to be independent and make their own choices promoting confidence and high levels of self-esteem. At snack time, children peel their own bananas and tangerines ready to eat. Children are beginning to take care of their own personal care, such as learning how to wipe their own noses and using the toilet independently.

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

- The childminder knows her children well. Children's development is accurately tracked, and the childminder talks in-depth about the progress children have made and what it is she wants them to learn next. Children are well prepared for the next stage of their learning.
- The promotion of communication and language is a strength of the setting. The childminder and children share a home language of Yiddish. The childminder helps children settle and feel secure by speaking with them in Yiddish alongside English to help them understand what is happening now and next. The childminder speaks very clearly to children, introducing new words frequently. Children rapidly begin to increase their English vocabulary and use this to converse with each other and the childminder.
- Children enjoy taking part in arts and crafts activities. They show pride in what they achieve, putting their work up on display and asking if they can take it home to show their parents. The childminder plans well, overall, for children to begin to learn to use tools for a particular purpose, such as glue for sticking and scissors for snipping. However, the childminder has not fully considered how to implement activities, especially when several children want to use this area. For example, the table is too small and once children are sat with their papers and

resources, there is little room to create and fully extend their skills. Children are unable to lie their papers flat or reach across to gather what they need. This leads to some children just sitting and watching others.

- The childminder teaches children about the world around them and what makes them unique. Children learn about their Jewish heritage by learning prayers in Yiddish and celebrating important festivals. Within the local community, children learn that others have different beliefs to themselves and learn about other events. The childminder encourages children to be respectful to the views of others and treat each other with kindness.
- The childminder provides children with healthy meals and snacks freshly prepared each day. At snack time she talks to them about the benefits of drinking milk on our teeth and bones. Children are keen to share their knowledge of why we make good food choices with others. However, while children wash their hands before lunch and after using the bathroom, when they sit down to morning snack after a morning of messy play, they do not wash their hands. Similarly, after peeling juicy tangerines not all children wipe their hands before going off to play. Having consistency with hygiene practices, such as handwashing supports children to develop good routines to keep themselves healthy.
- Partnership with parents is good. The childminder is reflective and regular seeks feedback from parents. Parents describe how happy their children are to attend and that they have flourished in their development since beginning.

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:

- implement activities more effectively to enable children to fully extend their learning, particularly during creative play
- ensure consistency with hygiene routines such as handwashing to promote healthy lifestyles to children.

Setting details

Unique reference number	2657260
Local authority	Hackney
Inspection number	10350645
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

This childminder registered in March 2022. She lives in Clapton in the London Borough of Hackney. The childminder provides care Monday to Friday from 9.15am to 3.15pm, term time only. The childminder has completed a recognised course in working with children within a home-based setting.

Information about this inspection

Inspector

Natalie OLeary

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder's 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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