

Childminder report

Inspection date: 28 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are welcomed into this well-organised, warm setting by the friendly childminder. Children confidently explore their environment, effortlessly moving between the open two rooms and helping themselves to resources. This shows children feel safe and secure. The childminder understands children and has close bonds with them, giving them space when they need it. The childminder plans activities to support children's learning through play.

The childminder is a good role model. She encourages children to help her set up activities and to tidy up when they have finished playing. Children learn to respect the environment and how to look after things. The childminder promotes communication and language, encouraging listening activities through circle times and storytelling. Children listen well and begin to express themselves. The childminder promotes inclusivity through conversations, activities and resources. This teaches children to understand differences and reflect on what makes them unique, such as playing with figurines that may reflect their family.

The childminder praises children often. This supports children to develop self-esteem and confidence. The childminder encourages sharing and turn-taking, and children behave well. The childminder speaks passionately about opportunities for children's physical development, ensuring they use the outdoor environment. She plans local trips within the community.

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

- The childminder encourages children to participate in group activities, such as through an adult-led farm activity to deepen their understanding of the world. Children eagerly help to set up the activity, listening well to instructions and taking turns. However, through the activity, the childminder does not consistently challenge and support children's language development. For example, children's incorrect use of terminology is not explained or corrected. This hampers children's ability to deepen their knowledge and understanding of language even further.
- The childminder promotes hygiene and independence. She takes pride in allowing children opportunities to develop such skills. For example, children pour their own water, cut their own fruits and clean themselves and the table after eating. This helps children to understand the importance of hygiene, such as washing their hands before a meal, and to develop life-long independence skills.
- The childminder has a clear vision for the curriculum and intentions for children's learning. For example, she provides effective support to children who speak English as an additional language to develop their language skills. However, sometimes, the childminder's interactions, such as the questions she asks, are

not well adapted to reflect what each individual child needs to learn next to build on their skills and knowledge fully effectively. This prevents them from making the best possible progress.

- Children have opportunities to listen to stories being read to them. For example, the childminder uses puppets to ensure children engage in circle time by making it fun and exciting. The childminder reads stories at different times, and children enjoy looking at books independently. For example, when children are learning about animals, the childminder provides them with a sound book to further their understanding.
- The childminder seeks out training and professional development opportunities to enhance her knowledge and understanding to help all children to achieve to the best of their abilities. This reflects in the improvements already evident in the setting's effectiveness since the previous inspection. Even so, the childminder continues to reflect regularly on her practice. This, along with the support she seeks, such as from the local council, helps to identify any opportunities for even further improvement. The childminder takes prompt action when any concerns in children's development arise, working closely with families to ensure children's milestones are met. All children are supported effectively to make good progress as a result.
- Partnerships with parents are strong. Parents speak highly of the childminder and the progress their children have made since attending the setting. They say how happy their children are and how caring and thoughtful the childminder is. The childminder communicates effectively with families, ensuring they are kept up to date with their child's development alongside their day. The childminder speaks regularly with families and seeks feedback on how she can further improve her provision.

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:

- develop teaching strategies to consistently challenge and support children's language and use of correct terminology, to deepen their knowledge and understanding
- ensure interactions with individual children are consistently well adapted to reflect what they need to learn next.

Setting details

Unique reference number	2674103
Local authority	Hackney
Inspection number	10382165
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	3
Number of children on roll	3
Date of previous inspection	18 December 2024

Information about this early years setting

The childminder registered in 2022. She lives in Stamford Hill, in the London Borough of Hackney. The childminder operates her service all year round, from 9.30am until 4.30pm, Monday to Friday. She has a childcare qualification at level 3. The childminder offers government-funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- 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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