

Childminder report

Inspection date: 9 September 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 has created a warm and welcoming setting that children enjoy attending. She prioritises developing strong bonds with children, who demonstrate a secure sense of belonging. To reassure children, the childminder prepares children well for visitors. She introduces children to them and encourages the children to say 'hello'. This helps children build their confidence. The childminder's settling-in arrangements are effective. For example, she gathers detailed information about children from parents, which enables her to get to know the children well.

The childminder acts as a positive role model for children. She has high expectations of children's behaviour and teaches them different strategies to manage their emotions well. This supports children to develop positive attitudes and consistently behave well.

Overall, the childminder builds a curriculum that is tailored to children's individual learning and enables them to make good progress. The childminder plans opportunities for children to problem-solve. She encourages children to compare quantities of fruit and discuss which fruit they have more and less of, developing their knowledge and understanding of mathematics well. The childminder plans experiences for children to become responsible and to develop their knowledge about nature. For instance, children take part in planting activities and learn to care for their plants. They excitedly fill up watering cans and remember to water the plants.

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

- The childminder develops good partnerships with the parents of the children in her care. She makes sure to regularly share information on what children can do, and what they need to work on developing, with parents. Parents say that they are happy with the progress their children make in the childminder's care.
- The childminder is committed to enhancing her practice. She completes a range of courses to further increase her knowledge of how children learn and to enhance the quality of education on offer. The childminder recently completed training on how to support children who have special educational needs and/or disabilities. This enables her to identify children who may have additional learning needs and provide the support they need swiftly.
- The childminder knows the children well and has good knowledge of what they can do and what they need to develop next. She plans opportunities to help children build on their existing skills and knowledge through adult-led activities. However, due to the childminder's highly supportive approach, she can interrupt children's play and this means that, sometimes, they do not have the time and

space to develop their own ideas.

- The childminder plans opportunities for children to develop their large-muscle control. For example, children are supported by the childminder to throw and catch different-sized balls, climb and develop their balancing skills. During snack time, they use knives safely to cut up fruit. This helps children develop the small muscles in their hands well.
- Overall, the childminder supports children's communication and language skills to develop well. She reads books, gives instructions and sings songs in their home language. As children play, the childminder provides key vocabulary in English. However, on occasion, she does not encourage children to consistently use the new vocabulary in their play.
- The childminder supports children to learn to develop life skills. She realises the importance of this and plans experiences to teach children about road safety. In addition, she supports families to encourage children to brush their teeth regularly at home. Children have access to a variety of fruits and drink fresh water. These activities promote healthy habits for their future.
- The childminder ensures the learning environments children have access to are safe and suitable for them to use. She keeps up to date with mandatory training. For example, she keeps her knowledge of child protection up to date to ensure she deals with any concerns about a child's welfare and supports their well-being effectively.

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:

- allow children the time and space to develop their ideas and enhance their independent thinking
- further strengthen the existing good practice to support children who speak English as an additional language by consistently encouraging them to repeat and use new vocabulary in their play.

Setting details

Unique reference number	2674380
Local authority	Hackney
Inspection number	10350715
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Stoke Newington, situated in the London Borough of Hackney. She provides care for children from Monday to Friday, from 9.30am to 3.30pm, term time only. She can accept early education funding for children.

Information about this inspection

Inspector

Honufa Begum

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 showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder explained her intentions for children's learning to the inspector.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024