

Childminder report

Inspection date: 24 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's welcoming home. They develop strong bonds with the childminder, who provides all children with a great deal of love and care. Children approach her for cuddles and are instantly soothed by the childminder, if they become unsettled when they are tired. The childminder has a deep understanding of each child and tailors the curriculum to their unique interests. For example, when she observes that children are interested in cars, she plans activities and experiences around this interest.

The childminder has high expectations for children's behaviour. She is an excellent role model. Her kind and calm attitude creates a highly respectful environment. Children are clear of her expectations and enjoy the responsibilities of carrying out small tasks. For example, children take pride in clearing activities away before moving on to something new.

The childminder's curriculum places a strong focus on children's communication and language development. She consistently models words clearly to support children's pronunciation and communicates with younger children highly effectively. For example, when children start to make the sound of an object, she repeats this sound and then clearly names the word. Children are strong communicators and are keen to express themselves.

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

- Songs, music and books play are a key focus for the childminder's curriculum. Younger children happily join in with the actions of familiar songs during snack time. When children are washing their hands, the childminder enthusiastically sings 'this is the way we wash our hands'. Children confidently choose books to look at with the childminder. She adapts the tone of her voice as she reads to capture and retain children's attention.
- Children gain good independence skills. For example, young children confidently point at the pictures of the activities they would like to explore. The childminder encourages children to do as much for themselves as possible. For instance, children go to the box of tissues when they need to have their nose cleaned. Children show a strong understanding of the routine, without prompts from the childminder. For instance, they carefully take their cups to the side when they have finished their snack.
- Parents speak positively about the childminder. They comment that they value the advice the childminder offers, such as, when to start visiting the dentist with their children. Parents feel that their children have 'made big steps' in their development, especially in their independence skills and their engagement in their play. The childminder regularly shares children's progress with parents. This

helps parents to stay informed about their child's current interests, milestones and what they need to learn next.

- Children have plenty of opportunities to develop their physical skills. For example, they spend time exploring the local parks and visiting the canal where they practise their walking, climbing and balancing skills. The childminder is passionate about spending time outside and supporting healthy lifestyles. The childminder provides children with home cooked, nutritious meals each day.
- The childminder plans a broad and varied curriculum that helps all children to make good progress. She regularly assesses children's learning and understands what children know and can do. For example, the childminder offers praise when children climb the step to wash their hands, as this is a skill that they have been working hard on recently. The childminder is fully immersed in the children's play. She offers ideas and narrates what the children are doing. However, occasionally, when children are exploring their environment and demonstrating their curiosity, the childminder does not always offer as much challenge as possible, to further enhance children's development even further.
- The childminder regularly reflects on her provision. She works closely with her assistant, and together they evaluate their practice on a daily basis. The childminder attends webinars and has developed strong partnerships with other professionals. This helps her to further update her own and her assistant's skills and knowledge which enables her to make continual improvements to the service she provides. The childminder involves parents in reflecting on her provision. Parents are encouraged to complete feedback forms to enable the childminder to thoroughly evaluate her practice.
- The childminder provides children with many opportunities to learn about the world around them. For example, children use binoculars to look out of the window and look for birds, to help them learn about nature. They visit the community growing patch to learn about the environment and where food comes from. Weekly visits to the local library help children to learn about their community.

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:

- consider how to extend opportunities for children to offer more challenge and further consolidate learning.

Setting details

Unique reference number	2691637
Local authority	Hackney
Inspection number	10375862
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Hackney. The childminder holds an early years qualification at level 4. She works with one assistant. The childminder operates 47 weeks of the year, from 8am until 5.30pm, Monday to Thursday. The childminder offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Parents spoke with the inspector on the telephone and shared written feedback to share their views about the childminder's services.
- The inspector observed the quality of education being provided and engaged with children at appropriate times.
- 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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