

Childminder report

Inspection date: 15 May 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

The childminder is attentive to the individual needs of each child and fosters warm, friendly interactions with them. As a result, children settle in easily and form strong attachments to her. They also develop good friendships among themselves, showing that they feel relaxed and happy in the childminder's care. Children learn to persevere and develop their independence as they eagerly explore the resources and toys in the playroom. For instance, they take pride in threading pasta on pipe cleaners and proudly share their work with the childminder with enthusiasm.

The childminder sets clear expectations for positive behaviour in her home. The children behave very well and remember age-appropriate rules. They listen attentively to the childminder, who helps them to manage their behaviour. For example, she encourages children to consider why they need to wait for their turn and share resources. Children form respectful and positive relationships with one another. The childminder has a clear vision for the curriculum and the activities she provides for the children. She understands the skills and knowledge that she wants the children to acquire. For instance, the childminder encourages children to develop independence and confidence by allowing them to make choices during play. Additionally, she teaches them about healthy lifestyles by involving them in selecting and preparing their fruit snacks.

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

- Overall, the childminder promotes children's listening, attention and communication skills well. She engages with the children attentively, asking them questions about their play and modelling the correct use of language. The children enjoy participating in singing songs, and the childminder uses a variety of props to bring the songs and rhymes to life. However, she occasionally forgets to give the children enough time to think through their answers and responses to questions.
- Children enjoy using the garden throughout the day and are becoming increasingly confident in their physical abilities. For instance, they learn to throw and catch a large ball and practise moving in different ways, such as crawling through a play tunnel. However, the childminder has not yet fully realised that the outdoor curriculum is not as well planned or purposeful as the indoor activities. The learning intent behind the outdoor learning experiences is less focused.
- The childminder is experienced and has a good understanding of each child, their families and their individual needs. She carefully observes and assesses the children's achievements. By using her observations effectively, she can identify the next steps in each child's learning journey. All children, including those for whom the childminder receives funding, make good progress from their starting

points.

- The childminder supports children's imaginative skills during role-play shopping by actively engaging in their pretend play with buggies and trolleys. She also enhances their mathematical understanding by encouraging counting, such as exploring how many pasta tubes they can thread. Through these activities, children learn to count, identify colours and shapes, and grasp concepts such as full, empty, long and short.
- The childminder regularly reflects on her practice and the experiences she offers to the children. She actively considers feedback from parents, children and her local authority early years adviser during this process. The childminder also participates in training and ensures that her knowledge of safeguarding is current.
- The childminder fosters strong partnerships with parents, keeping them well informed about their children's daily routines and progress. This includes completing and sharing progress checks for two-year-old children. Parents speak very highly of the childminder, describing her as 'professional and caring' and praising the 'dedicated service' she provides for their children.

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:

- give children more time to think and respond to questions, developing their communication and language skills even further
- develop a more targeted plan for the outdoor curriculum to reflect all children's abilities and their preferred ways of learning.

Setting details

Unique reference number	2701485
Local authority	Hackney
Inspection number	10388571
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	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Stoke Newington, in the London Borough of Hackney. She operates her childminding provision during term time only from 9.30am to 3.30pm, Monday to Thursday, and from 9am to midday on Friday. The childminder offers government funded childcare places. She holds a level 3 qualification.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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