

Childminder report

Inspection date: 19 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 clearly enjoys her role, showing enthusiasm and actively engaging in children's play. This encourages children's participation and enjoyment of the activities on offer. Children form strong attachments with the childminder. They demonstrate a strong sense of belonging in her care. The childminder maintains consistent routines, helping children to understand what to expect and feel secure. As a result, children appear comfortable and at ease in the setting.

The childminder is a warm and positive role model. She has clear expectations and encourages children effectively to behave well and use please and thank you as they play. The childminder makes good use of books, stories and visual displays to support children's understanding of their emotions and different faiths and cultures. Children listen attentively to their favourite stories as they eagerly describe what they see in the book. Children are becoming confident communicators. The childminder engages children in meaningful conversations, encouraging them to express their thoughts and ideas. They talk about their families and what they do at the weekend. The childminder supports children's understanding of the world through hands-on learning experiences. For example, children enjoy walks along the river, looking at and collecting natural materials to be creative with once back at the childminder's home.

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

- Overall, the childminder provides a broad and effective curriculum. She knows the children she cares for well. The childminder observes children and gains a good understanding of their stage of development and what they are ready to learn next. However, although she has a clear learning intent for what she wants children to learn, she is less confident in linking these to children's individual targets. This means that children do not always have the best learning experience in the activities she provides.
- The childminder provides a broad range of play activities that reflect children's interests and topics she wants them to learn. Children make good progress from their starting points. The childminder supports children to develop early skills for writing. Children enthusiastically develop their small-hand muscles as they make snips in paper, chop their fruit and thread pasta onto pipe cleaners.
- The childminder models the use of language well and introduces new words. She uses a variety of songs to support children's language in both English and their home language, children eagerly anticipate the actions that come next. Children have access to a good variety of books. They listen with interest as the childminder reads to them. Children enjoy awaiting what is going to happen and describing what is happening in the story. Children make good progress in their language and literacy skills.

- The childminder supports children to learn about healthy lifestyles. She provides healthy nutritious snacks and meals and regular trips to the local playground. The childminder makes good use of her garden to enhance children's learning. Children have a variety of opportunities to show good control and coordination as they balance and use the equipment. The childminder praises children when they are successful to help to raise their self-esteem.
- Children are developing mathematical concepts. They use counting in their songs and the childminder introduces mathematical language as the children estimate how tall they can build their towers. Children are developing concepts such as the names of shapes as they describe differences in shapes they use.
- Partnerships with parents are positive. The childminder regularly shares information about children's progress and development, which helps parents to support their child's learning at home. Parents are very happy with the care children receive. They describe the childminder as 'amazing'.
- Generally, the childminder has a positive attitude to her professional development. For example, she is up to date with all mandatory training. However, the childminder has not yet fully targeted professional development opportunities to enhance the quality of education even further, so that children make the best possible progress.

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:

- strengthen the curriculum intent to promote what individual children need to learn next
- focus more precisely on targeting professional development opportunities to help raise the quality of education to an even higher level.

Setting details

Unique reference number	2705337
Local authority	Hackney
Inspection number	10388756
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	4
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 South Tottenham, in the London Borough of Hackney. She operates term time only from 9.30am to 15.15pm, Monday to Thursday, and on Friday from 9.30am to 12 midday. The childminder offers government funding for early years children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- 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 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.
- The inspector spoke with parents as well as sampling written feedback and took account of their views.
- The inspector viewed a sample of key documentation.

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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