

Childminder report

Inspection date: 31 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and friendly environment for children. They help themselves to a good range of toys and resources. Children are happy and relaxed in her home. Children readily go to her for cuddles when they need reassurance or are unwell. This helps them to feel secure and confident, to express their ideas and emotions and to feel good about themselves. The childminder supports children to understand rules and boundaries. They play imaginative games and concentrate deeply as they use toys to create imaginary scenarios. However, children who speak English as an additional language do not hear and use their home language in the setting enough. The childminder is a positive role model. Children demonstrate good manners and are helpful. Older children assist the childminder with placing rubbish in the dustbin. As a result of the childminder's gentle encouragement, children learn to tend to their personal needs. This contributes to their self-esteem, particularly in preparation for school. All groups of children demonstrate positive attitudes to learning and a genuine eagerness to learn. However, older children's progress is not tracked effectively across the specific areas. Children enthusiastically join in singing nursery songs and reading stories with the childminder. Children are proud to showcase their work, such as the creative picture they created from leaves.

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

- The childminder's sensitive approach provides a strong base for developing children's independence and significantly increases their confidence in their own abilities. Children thrive in the childminder's care. They delight as they press buttons to make different sounds on programmable toys and manage to zip up their coats halfway and remove their shoes.
- The childminder provides exciting activities that support children's learning. She encourages children's creativity, counting and the development of their small-muscle skills. However, she does not provide children who speak English as an additional language with consistent opportunities to hear and use their home language in the setting.
- The childminder is sensitive and caring. Children feel safe, happy and secure. They settle quickly into the childminder's care and demonstrate a strong sense of belonging.
- Parental feedback is very positive about the childminder. Parents share their views through questionnaires and daily discussions. They say their children enjoy attending the childminder's home and they make good progress in her care.
- The childminder uses her ongoing observations to understand children's level of achievement, interest and learning styles. She incorporates their next steps in learning into her planning. This has a positive impact in developing children's

knowledge and skills to make progress. However, she does not track older children's development across the specific areas of learning well enough.

- The childminder understands and meets children's care needs effectively. During nappy changing, the childminder gives cuddles for reassurance and provides comfort blankets to help support young children's emotional well-being.
- The childminder supports children to develop a good understanding of their personal safety. She encourages them to help her assess risks and hazards on their walks from nursery. Children press the pedestrian-crossing button and eagerly wait for the green man and say, 'go', when it is safe to cross.
- Children generally behave well. The childminder provides children with boundaries and helps them to understand the consequences of their actions. Children learn to share, take turns and follow instructions.
- Children are motivated and show high levels of concentration. They enjoy when the childminder joins in their play, for example, when they poured water into the snow mix and spent time exploring its texture. They stirred the mixture with a spoon and filled and emptied different containers.
- Children have many opportunities to develop an understanding of healthy lifestyles. They regularly visit playgroups and the park. They learn to plant vegetables and how to care for them.
- The childminder helps to promote children's language skills well. They sing many nursery rhymes with actions, such as 'The Wheels on The Bus'. Younger children enjoy touch and feel books where they point at the pictures and turn the pages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with child protection. She is able to identify signs and symptoms of abuse. She knows what to do if she has a concern about children in her care and understands the procedures to follow if a referral is required. She can describe her procedure for managing any allegation against her or a member of her family. This has a positive impact on children's welfare. The childminder attends training to make sure her knowledge is up to date. She closely supervises children as they play in her home and on trips.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities for children who speak English as an additional language to use, see and hear their language in the setting
- develop arrangements to track older children's progress and plan their next steps in learning even more precisely.

Setting details

Unique reference number	EY104094
Local authority	Hackney
Inspection number	10070332
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 February 2015

Information about this early years setting

The childminder registered in 2002. She lives in Homerton, in the London Borough of Hackney. The whole of the house is used for childminding purposes. There is no outside play space. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She cares for children each weekday throughout most of the year.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector and the childminder held a discussion to understand how the early years provision and curriculum are organised.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The inspector went on a learning walk with the childminder and looked at all areas of the home used for childminding.

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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