

Childminder report

Inspection date: 24 February 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children develop a close bond with the childminder. They are secure and happy in her care. The childminder has a good understanding of what children know and can do. She uses this information to plan a range of interesting activities that spark children's interest to learn. The childminder plays alongside children, engaging them in conversation and introducing new vocabulary. The childminder is a good role model. She has a gentle approach and communicates respectfully with children. Children confidently chat to the childminder as they play. Children are well behaved. They are familiar with the routine in the childminder's home and eager to participate. For example, when it is time for a snack, children fetch the table and chairs before going to wash their hands.

The childminder makes good use of local parks and activities to ensure that children get plenty of opportunities for outdoor play and to develop their physical skills. She regularly takes children to playgroups where they can socialise with other children. The childminder has high expectations for children and they respond extremely well to her praise and encouragement. This helps children to challenge themselves and continue to develop their skills. Throughout the day, children are happy, relaxed and ready to learn.

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

- The childminder carefully considers children's interests and starting points when planning activities. She observes children as they play to ensure that she plans sufficiently challenging activities. The childminder adapts activities to change the focus or provide additional complexity. For example, when children master bead threading, the childminder changes the string. Children relish the new challenge and apply themselves fully to their learning.
- The childminder supports children's literacy and numeracy skills well. She skilfully introduces new language and assesses children's ability to recall previous learning. She asks children questions and gives them plenty of time to formulate their answer and respond. This boosts children's confidence in speaking.
- The childminder has a wide range of resources to support children of all ages. She has built and maintained these toys and games over her many years as a childminder. Children are excited to choose resources from the shelf and just as eager to be involved when it is time to tidy up. However, resources are not always organised to make them fully accessible. This means children cannot always access what they want or participate fully when it is time to put things away.
- Children use their vivid imaginations and make links to what they already know and can do. For example, with the addition of a cardboard tube as a hose, a

truck becomes a fire engine. Children pretend there is a fire and they show their knowledge of firefighters as they respond to the emergency.

- The childminder supports children to lead healthy lifestyles. Children learn to follow good hygiene routines. They wash their hands when they enter the childminder's home and before mealtimes. The childminder gives parents guidance on healthy food for children's lunch boxes.
- The childminder makes effective use of the early years progress check when children are between two and three years old. She engages positively with parents and health professionals to provide a detailed account of children's progress. This enables the childminder to set challenging learning goals and fully support children's ongoing learning.
- The childminder works effectively with other professionals involved in children's care, such as schools and health professionals. She knows who to contact if children need targeted support or additional help. Her high expectations for individual children helps all children to successfully develop the skills they need for their future learning, including school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of her roles and responsibilities in protecting children and keeping them safe. She accesses regular training that helps to develop and maintain her broad knowledge of safeguarding matters. The childminder knows how to refer concerns or seek advice should she have any concerns about a child in her care. The childminder ensures that her home is safe for children. She carries out regular risk assessments of her home and keeps it clean. The childminder teaches children about road safety when she takes them on outings.

What does the setting need to do to improve?

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

- further support children's growing independence by reviewing the organisation of resources so that children can choose the toys they want to play with and contribute to tidying up.

Setting details

Unique reference number	EY236766
Local authority	Hackney
Inspection number	10120180
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	13 July 2015

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Hackney. The childminder operates Monday to Friday, from 8am to 6pm, for most of the year, excluding two weeks at Christmas and some holidays. The childminder holds an appropriate level 3 qualification in early years education.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A sample of relevant documentation was reviewed by the inspector. This included evidence of the childminder's suitability, policies and procedures, and a record of the childminder's qualifications and training.
- The childminder and inspector completed a learning walk together of all areas of the home and discussed the early years curriculum.
- The inspector completed a joint observation with the childminder and they discussed the impact of teaching on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The written views and opinions of parents were taken into account during the inspection.

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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