

Childminder report

Inspection date:

7 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder is kind and nurturing toward the children, fostering close and affectionate relationships. From the beginning, the childminder gathers important information from parents to ensure that all care requirements are met. This approach helps children settle quickly. The childminder creates a safe, welcoming, and inclusive environment. She understands the children's care needs and routines, and she recognises when they require a cuddle, rest, or sleep. Children easily turn to the childminder for comfort, support, and affection. In this way, the childminder effectively promote children's confidence and sense of belonging.

Overall, the childminder offers engaging and exciting activities encompassing all curriculum areas. However, the childminder's curriculum does not consistently meet each child's learning needs. Some activities are overly complicated causing children to lose interest quickly, while others do not provide enough challenge to extend children's learning. Overall, the childminder understands how to support children's communication and language development by providing numerous opportunities for them to hear and repeat words. Yet there are times when some children struggle to understand the complex sentences and questions she uses. This can make it challenging for them to respond consistently. Although there are areas for improvement, the children are generally well-behaved. The childminder has clear expectation of behaviour. Children listen attentively to the instructions given by the childminder. They are learning to share, take turns, and enjoy each other's company. This helps all children, including children with special educational needs and/or disabilities (SEND), develop some essential social skills for their transition to school.

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

- Children, including those with SEND and children in receipt of additional funding, make steady progress; however, this progress is not consistently good. Although the childminder recognises the children's abilities and understands what they are ready to work on next, she does not always plan for their learning needs accurately. For example, the childminder teaches phonics to children who are still learning to speak in short sentences and introduces larger numbers, such as ninety-nine, to children who cannot yet count securely beyond fifteen.
- The childminder ensures that children's favourite toys and resources, such as construction, a role-play kitchen, and trains, are readily available before they arrive. Children can spend extended periods, for example, when building their models with the construction. Additionally, they enjoy practicing making marks with colour markers and chalk.
- The childminder provides a variety of nutritious foods that cater to the dietary needs and preferences of the children. However, both the childminder and her

assistant tend to do too much for the children, which hinders the development of their independence skills. For example, they do not encourage older children to feed themselves or involve them in their potty training. Instead, they spoon-feed the children and do not remind them about their toileting needs.

- Children have ample opportunities to engage in physical and social activities. The childminder plans daily outings to places such as the communal garden, nearby parks, and woodlands, allowing the children to run, climb, and practice balancing. Additionally, she takes them to local playgroups, the library, and children's centres, where they can interact with other children and benefit from social experiences.
- The childminder has appropriate procedures in place to ensure the safety of children both at home and during outings. For instance, she teaches children how to cross the road safely. Young children listen to the childminders instructions. They stop at traffic lights and carefully look and listen for oncoming cars before crossing. Children learn essential road safety skills.
- The childminder incorporates some suggestions from other professionals to plan and support additional learning opportunities for children with speech difficulties. However, she does not consistently implement the strategies to ensure continuity in their ongoing development.
- The childminder evaluates her setting and reflects on her practice but still needs to identify areas for improvement to enhance her teaching. She engages in professional development, such as child protection and first aid training, but does not focus enough on assessment and planning a challenging curriculum. The curriculum lacks structure, which hinders the children's 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan more accurately for children's developmental needs, ensuring that activities challenge them at higher levels and inspire longer-lasting, more dynamic play and learning.	07/12/2024

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

- support older children to do more for themselves, to encourage their independence and to prepare them fully for the next stage in their development
- support children's understanding and communication skills consistently, using developmentally appropriate language
- implement professional development program to enhance knowledge, understanding, and practice, specifically in assessment to drive improvements that support children's achievements.

Setting details

Unique reference number	EY274661
Local authority	Hackney
Inspection number	10354695
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	2 to 4
Total number of places	12
Number of children on roll	3
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Hackney. The childminder operates between 8am and 6pm each week day, for most of the year apart from family holidays during the summer months. The childminder works alongside one assistant. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector talked to the childminder's assistant at an appropriate time during the inspection and took account of their views
- 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 inspector observed the interactions between the childminder, her assistant and the children

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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