

Childminder report

Inspection date: 29 July 2024

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

Children are settled and secure with the childminder, who knows children well and creates strong bonds with them. These are established through her warm and supportive relationships with children and their families. Parents comment on how grateful they are for the home-from-home environment the childminder creates. The childminder implements an exciting curriculum that engages children and links to their individual interests and development needs. Children remain focused for extended periods, using their imaginations and physical skills. For example, they carefully pour water into the sand to create 'mud pies'.

Children behave well. The childminder has high expectations of children's behaviour and clearly explains what she wants or needs children to do. Children understand the rules in the setting. For example, they show the inspector how they put their shoes on before going out to the garden. The childminder always acts as a positive role model. She is calm, gentle and shows a genuine interest in what children are doing and saying. This contributes to the caring and loving atmosphere felt throughout. Children are extremely happy and content.

The childminder provides children with a range of experiences to support their wider understanding of the world around them. She attends events in the community, such as playgroups, which allows children to make friends. Together, they also visit the local reservoir and parks to spend time in nature and develop their physical development.

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

- Partnerships with parents are strong. Parents appreciate the childminder's detailed communication about their children and what they are learning and experiencing. They speak highly of the childminder and the quality of care she provides. Parents value the daily outings the childminder takes children on and comment how confident their children have become because of this. The childminder is passionate about working with parents to support children's needs and interests.
- The childminder supports children to develop their communication skills well. She is passionate about the use of books and stories and encourages children also to develop this passion. The childminder has an abundance of age-appropriate and interesting books, which children access freely. She looks at books and reads stories with children throughout the day. Children are able to finish some of the sentences from memory and are very proud of this.
- The childminder teaches children to be independent. She supports them to carry out their personal care needs. Children learn to wash their hands and express their needs, for example when they need to use the toilet or potty. They are

respectful and listen well to the childminder's instructions. For example, children enthusiastically help to set up the blanket for snack time. The childminder provides children with countless opportunities to make their own decisions and lead their own play and learning.

- The childminder consistently engages in meaningful back-and-forth conversations with the children. Children are confident to share their ideas and thoughts. For example, during a conversation about snails moving slowly, children enthusiastically declare, 'I go very fast.' The childminder uses spontaneous opportunities to capture children's interests. For example, children enjoy looking at a spider on a web in the garden. However, on some occasions, the childminder does not use these opportunities as they arise to further extend children's learning and critical thinking skills to the highest level.
- The childminder supports children to develop healthy practices. For instance, children spend a great deal of time outside, getting fresh air and exercise. The childminder provides children with healthy food choices. Children told the childminder and the inspector that their favourite fruits are 'strawberries'. They learn to wash their hands before eating and after playing with the sand and water.
- The childminder understands her responsibility to assess and monitor children's development. She knows children well and is clear about their abilities and what she wants children to learn next and why. This supports her to provide enjoyable and challenging experiences that promote good outcomes for children.
- The childminder is evaluative and reflective. She links with other practitioners and professionals to share good practice. The childminder has identified that she would like to focus on accessing more training opportunities to further support children's early education.

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:

- build on the already good teaching skills to develop and deepen children's knowledge and their critical thinking skills further, when spontaneous opportunities arise.

Setting details

Unique reference number	EY288730
Local authority	Hackney
Inspection number	10351429
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2004. She lives in Stoke Newington, in the London Borough of Hackney. The childminder operates her service from Monday to Friday, from 8am to 6pm, throughout most of the year. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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