

Childminder report

Inspection date: 27 October 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	Good
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What is it like to attend this early years setting?

The provision is good

The setting is highly inclusive, and the childminder is warm and welcoming. Children are drawn to her friendly demeanour. They smile when the childminder greets them. They are happy and look forward to coming to the childminder's home. There is a good system in place to ensure that the childminder's home remains safe and secure. Children have access to a front and back garden. The childminder's home is organised with a wide range of interesting and exciting resources.

The childminder is a good role model for children. Children learn to behave well and treat their peers with respect. The childminder is passionate about meeting the needs of vulnerable children and families. She works well with other professionals, so that children get the right help in a timely manner. Although playgroups closed during the COVID-19 pandemic, the childminder provided regular support to families virtually. The childminder strives to develop children's confidence and give them a knowledge of the wider world. She takes a lead in delivering regular sessions at a playgroup which children attend. Children learn to develop communication and language skills.

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

- The childminder has attended relevant training to develop a broad curriculum so that children learn and develop across all areas. There is a strong focus on communication and language. The children benefit from the childminder's specialist knowledge. Children learn new vocabulary as they listen with increasing attention to familiar stories. They are taught to sing nursery rhymes and action songs. Children bubble with excitement as they move in time to the rhythm of a 'Jumping Bean' song.
- The childminder and her assistant plan regular trips to a local park, library and museum. Children take pride in learning about things that interest them, 'Look at me I'm driving a bus!' Children enjoy engaging in playful interactions. They laugh and giggle as they handle and shake noisemaker toys.
- When children find things difficult while playing and exploring, they learn to persevere and develop resilience. The childminder provides ample opportunities for children to practise using climbing equipment, so they develop confidence to use outdoor play equipment independently. Children develop their fine and gross motor skills as they learn to crawl and walk.
- The curriculum intent is clearly sequenced and coherent across all areas. However, the childminder's system for self-evaluation is not rigorous enough to help develop her teaching practice.
- There are good routines in place so that children know what to expect. There are age-appropriate strategies and interventions in place to support children's

behaviour. Consequently, they learn to listen well and follow instructions.

- The childminder is very caring and responsive in meeting children's health and self-care needs. They make bonds and form attachments. When children show signs of distress, the childminder provides reassurance and helps them to co-regulate. As a result, they settle quickly. Children are taught about how to take care of their bodies. They learn about healthy eating and practise good oral hygiene.
- The childminder has good links with the local authority who offer a good programme of continuing professional development. The childminder provides regular supervision to her assistant and identifies regular training to improve their teaching and knowledge about the curriculum. There is a process in place to check ongoing suitability.
- The childminder has effective partnerships with parents. Parents say they are happy with the regular information about children's progress. They value the childminder's advice and support.

Safeguarding

The arrangements for safeguarding are effective.

There are proper checks in place to ensure that the childminder's home remains safe and suitable. The childminder conducts regular risk assessments in order to minimise hazards in her home. The childminder and her assistant attend regular training to keep their knowledge of child protection and safeguarding up to date. The childminder holds regular meetings with her assistant to check ongoing suitability. The childminder is able to identify when vulnerable children and families are struggling. Children receive timely help from relevant professionals. Those living in the childminder's home are appropriately vetted to work with children.

What does the setting need to do to improve?

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

- develop a precise system of evaluating the curriculum in order to further improve the quality of practice.

Setting details

Unique reference number	EY290282
Local authority	Hackney
Inspection number	10234846
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	1 to 8
Total number of places	5
Number of children on roll	1
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 2004. She lives in South Hackney, in the London Borough of Hackney. The childminder cares for children from Monday to Thursday, throughout most of the year.

Information about this inspection

Inspector
Jane Ihezie

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk to observe how children's learning, development and safety are promoted.
- The inspector observed interactions and routines.
- The inspector looked at relevant suitability documents.
- The inspector spoke to parents to obtain their views.
- The inspector spoke to children and tracked their experiences.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.

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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