

Childminder report

Inspection date:

3 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and warm environment where children flourish and thrive. Children are settled and happy in the setting. For example, children select what they want to play with from the wide range of toys and resources. The childminder regularly engages in play with children, including role play, singing nursery rhymes and reading stories. Children show high levels of concentration and focus as they play, learn and explore. The childminder builds strong, trusting relationships with children, which promotes their self-assurance and sense of belonging.

The childminder designs a well-sequenced curriculum based on each child's individual needs, including for those who speak English as an additional language. She ensures that children feel valued and supported. She plans purposeful and developmental experiences to promote children's independence. For example, babies develop their early walking skills by pulling themselves up to a standing position on low-level furniture. The childminder offers a wide range of opportunities for children to explore their local community, such as visits to farms and playgroups. These experiences help children develop confidence in a diverse range of social situations.

The childminder has high expectations for children's behaviour and serves as a positive role model. She speaks to children with respect and values their ideas. This approach fosters a culture of mutual respect, where children learn to treat others with kindness and consideration. Children are polite, friendly and well behaved.

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

- The childminder implements a curriculum tailored to meet children's interests and developmental needs. She creates learning environments with a variety of engaging activities and natural resources that inspire children to explore and play. This approach nurtures children's learning and development.
- The childminder skilfully weaves mathematical ideas into children's play. She uses mathematical language during activities and encourages children to count as they play with toy animals. This approach supports children in developing essential early mathematical knowledge in preparation for future learning.
- The childminder fosters children's love of books and stories. She reads aloud using expressive intonation and asks open-ended questions to encourage children's thinking and participation. As children point to pictures in books, the childminder introduces new vocabulary, such as 'flamingo', 'kangaroo' and 'koala'. This approach helps children expand their vocabulary.
- Overall, the childminder supports children to learn new concepts and become clear communicators. However, occasionally, there is music playing nursery

rhymes loudly in the background, which can be quite distracting for children. As a result, children's ability to fully engage in conversations and learning opportunities is reduced.

- The childminder promotes healthy lifestyles effectively. She provides children with homemade, well-balanced, nutritious snacks and meals. Children have daily opportunities to enjoy the outdoors. For example, they spend time in the childminder's garden riding wheeled toys and exploring water play. These activities help children develop healthy habits for life.
- Children benefit from the childminder following their home routines for feeding, sleeping and nappy changing. Nappy changing is carried out calmly and respectfully, which helps promote children's emotional well-being and self-esteem. When children require a sleep, the childminder ensures that all their personal comforts are provided for. She closely monitors sleeping children to promote their safety. Children demonstrate confidence and a sense of security, reflecting the warm and affectionate attachment they have formed with the childminder.
- The childminder recognises the importance of ongoing professional development. She keeps her mandatory training, including safeguarding and paediatric first aid, up to date. However, the childminder does not consistently undertake additional training to further enhance her understanding of child development and strengthen her teaching skills to the highest level.
- The childminder establishes trusting and collaborative relationships with parents. She maintains effective two-way communication to keep them well informed about their children's development and daily experiences. For example, she shares information verbally during drop-off and collection times, as well as through digital tools. Parents value the high-quality care and education she provides and express strong satisfaction with the service.

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:

- review and adapt the use of music during play and interactions to enable children to fully engage in conversations and maximise their learning opportunities
- extend professional development opportunities to enhance understanding of child development and strengthen teaching skills further.

Setting details

Unique reference number	EY339190
Local authority	Hackney
Inspection number	10398835
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 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2006. She lives in De Beauvoir Town, in the London Borough of Hackney. She operates all year round, from 8am to 6pm, Monday to Thursday, except for family holidays and bank holidays. She holds a childcare qualification at level 3. The childminder provides government-funded education.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of 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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