

Childminder report

Inspection date: 12 November 2019

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 welcomed into a warm family environment. The experienced childminder is committed to her role. Children have close relationships with her and she knows the children in her care well. The childminder encourages children to develop friendships with their peers and models positive interactions. Parents comment that the childminder's home is safe and clean. They appreciate the family atmosphere their children enjoy.

Children are happy and safe in the childminder's home and during outings. They have plenty of opportunities to extend their physical skills either in local parks or in the garden. The childminder keeps her skills and knowledge up to date. She attends training with the local authority and talks about how she evaluates her own practice. The childminder observes children as they learn and has a good understanding of each child's individual progress. However, at times, she does not use this information effectively when planning activities.

The childminder has high expectations of children's behaviour. The youngest children gradually develop an awareness of other children's feelings. They learn to share and take turns. Older children are encouraged to model good behaviour to their younger peers. The childminder supports older children to be calm when younger children take their toys or interrupt their play. Children learn tolerance and kindness. They look forward to seeing their friends when they arrive each morning.

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

- The childminder is quick to recognise if children are tired, hungry or need a cuddle. She responds to their individual requirements effectively and they form close bonds with her. Children are relaxed, calm and ready to learn.
- Children go on regular trips to activities and amenities in the local area. This includes cultural celebrations and opportunities to meet other children. The childminder organises special trips during the holidays or to celebrate seasonal events. Children are excited about a trip to the science museum as they have been learning about the planets and space travel. They learn about their community and the world through these opportunities.
- The childminder regularly engages children in meaningful conversations. She models new words and helps them pronounce challenging words in a fun and natural way. This extends children's vocabulary and early language development. They become confident talkers.
- The childminder observes children as they play. She has a good understanding of what individual children know and can do. However, the childminder acknowledges that she sometimes misses the opportunity to evaluate the activities she provides for children and the impact on their learning.

- The childminder allows children to fully explore their environment. Children play with a wide range of good-quality resources both indoors and outside. The childminder sets up trays of water, sand and other materials. For example, children engage for a long time with a tray of oats and dinosaurs. The wide variety of experiences encourage children to develop their skills and curiosity. At times, however, the childminder does not use her assessments of children's learning to ensure sufficient challenge for all children in group activities.
- Children learn to be independent and take responsibility. The childminder encourages them to put on their own clothes, including their coats and shoes. The childminder supports children to manage their own self care, for example using the toilet and washing their hands. Children learn the skills they need to look after themselves and are ready to start nursery or school.
- The childminder places appropriate books next to activities to engage children in literature as they play. For example, a book about space sits next to toy astronauts and spaceships. This broadens children's understanding of the world and supports them to become independent learners.
- Parents comment on the family atmosphere in the childminder's home. They say the childminder helps them through any challenges and shares their children's achievements. Parents are kept informed about their children's progress at the end of each day and through photographs shared by the childminder.
- Children eat healthy, home-cooked food. The childminder caters for any allergies children may have and dietary requirements with ease. The evening meal is an important part of the day. Everybody, including minded children and the childminder's own family, sits together to eat. This gives children a sense of belonging in a nurturing family environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an up-to-date safeguarding policy with the contact details of relevant agencies should she have concerns about children's welfare. She knows the signs of abuse and has a good understanding of wider safeguarding issues, such as the 'Prevent' duty. She is aware of the procedure to follow should there be an allegation made against her. The childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe and secure for children to use. She conducts regular fire drills to ensure children understand the evacuation plan.

What does the setting need to do to improve?

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

- use the information gained through observation about what children know and can do, to provide more suitably challenging activities to support their learning

- evaluate the activities provided and the impact on children's learning, to raise the overall quality of practice to an even higher level.

Setting details

Unique reference number	EY339190
Local authority	Hackney
Inspection number	10063122
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Hackney. She operates from 8am to 6pm, Monday to Thursday, throughout the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector held discussions with the childminder throughout the inspection and looked at the suitability of persons living in the household.
- A joint observation was carried out with the childminder and the inspector.
- The inspector spoke to children during the inspection and considered the written feedback left by parents.
- The childminder and the inspector completed a learning walk to discuss how the environment supports children's learning.
- The inspector observed the interactions between the childminder 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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