

Childminder report

Inspection date: 3 July 2025

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 childminder creates a warm and nurturing environment for the children through her calm and relaxed manner. She works closely with parents to gather as much information about children's routines and specific needs, to fully support them when they begin the transition to her home. Children understand the familiar routine. They develop good bonds with the childminder and feel safe and secure.

The childminder knows that communication and language are key for children's development and wider learning. She provides constant opportunities for them to hear language, learn new words and converse as they go about their day. Singing songs and rhymes is firmly embedded in the day's routine. Children are happy and excited as they use actions and sing together with the childminder.

The childminder provides a wide range of exciting books, which fascinate children. Toddlers are captivated by the 'googly eyes' on book covers and turn pages to explore further. Older children enjoy sharing books with the childminder. For example, they giggle and laugh while pretending to be birds, flapping, and pecking and squatting to lay eggs. They also 'cock-a-doodle doo'. They ponder together over the sounds that an ostrich and peacock might make and imitate.

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

- The childminder has a sound knowledge of how children learn. She embeds the seven areas of learning into her daily practice and provides consistent chances for them to recap what they have previously learned. She monitors their development effectively and plans appropriate activities for their next stages of learning.
- The childminder plans stimulating activities for children to help them learn about the world around them. For example, children help to cultivate the fruits, vegetables and flowers in the childminder's garden. They know they must wait for the fruits to ripen and shout excitedly when the 'berries are red'. Children enjoy sensory experiences as they explore the melting ice and dig out the thawing toy animals placed inside. They learn that the ice will melt faster if placed in the hot sun.
- The childminder plans a variety of outings throughout the week to enhance children's experiences. For example, they frequently visit the local library, playgroup and parks. This helps children to form relationships with their peers and other adults.
- The childminder attends a weekly forest school with her network of childminders. She explains how walking in the natural environment helps children to learn life-long skills and supports their mental well-being. For example, children learn about the plants which can be harmful and must not be

eaten. They learn to climb trees that are safe and make campfires within a risk assessed environment. They discover minibeasts and learn about the various birds they see and the sounds they make.

- The childminder consistently praises children for listening and completing tasks. She provides ample opportunities for them to practise their self-help skills. For example, children become toilet trained and eat independently. They persevere until they fully fasten their shoes. They are confident learners with a 'can-do' attitude.
- The childminder supports children to value their culture and learn about those that may be different to their own. She organises activities to promote events and festivals celebrated by the people in their community. This helps children learn about similarities and differences of the people around them.
- Parents report positively about the care their children receive at the childminder's home. They express their reassurance of the childminder keeping children safe. They comment on the new skills their children acquire and appreciate the communication they receive from the childminder about their child's ongoing development.
- The childminder enjoys providing a varied menu for children, so they can taste foods that are familiar to them and explore those that are new. The meals are healthy and nutritious. Although children sit together to eat, they are not all in view of each other, which reduces opportunities to develop social communication. The childminder's focus is split between them, which affects the consistency of her interactions during these times.
- The childminder does not consistently provide children with opportunities to explore and discover things for themselves. For example, she sometimes turns on water features for them, rather than encouraging them to investigate how to do it independently.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which 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:

- improve the organisation of the snack and meal area so that children have increased opportunities for social interaction and more consistent adult engagement
- increase opportunities for children to think critically and solve problems independently.

Setting details

Unique reference number	EY347103
Local authority	Hackney
Inspection number	10388707
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 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2007. She lives in Lower Clapton, within the London Borough of Hackney. The childminder operates Monday to Thursday from 8am until 6pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3. She accepts funding for children aged two, three and four years.

Information about this inspection

Inspector
Khadeeja Mehtar

Inspection activities

- 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 looked at a sample of key documentation, which the childminder made available.
- The inspector considered the views of parents about their child's learning and development with the childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and 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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