

Childminder report

Inspection date: 11 September 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

The childminder places children's well-being and personal development at the heart of her practice. Children have a secure and warm bond with the childminder, who is friendly and attentive. She has high expectations for all children and provides a broad curriculum which helps children develop across all areas of learning. For example, children benefit from regular trips and outings that allow them to socialise in larger groups and make new friendships. Consequently, children are confident communicators and use a wide range of vocabulary.

Babies settle well because the childminder gets to know their routines and interests before they start. The childminder uses everyday activities, such as singing familiar songs and rhymes during nappy changing, to build a secure relationship with them. However, she has not thoroughly explored ways to gather information about the older children when they first start to attend her provision, in order to enhance her teaching skills further.

Children have a positive relationship with the childminder, who provides a welcoming and safe environment. She plans a range of stimulating activities linked to children's interests and varied stages of development to build on what they know. Children practise good hygiene routines and eat a healthy range of food. However, the childminder does not teach children the benefits of a healthy lifestyle.

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

- The environment is organised and well suited to babies and young children. When babies are learning to walk, the childminder makes sure they have space to crawl and pull themselves up to standing. Children move around the home safely and freely explore, and they are able to choose what they want to play with from the accessible toys and resources. This supports children's independence and self-esteem.
- Children enjoy a wide range of healthy meals and snacks, which are freshly prepared by the childminder. Children have regular opportunities to play outdoors in the fresh air. They enjoy going to the park, where they learn to walk on balancing beams and play on climbing frames and swings. While the childminder is keen to promote children's health and physical development, she does not fully support them in developing an awareness of the impact that exercise and healthy eating have on their bodies.
- Older children are positive role models for younger children. For example, young children enjoy playing board games and learn about rules and taking turns from the older ones. This promotes their critical thinking skills and encourages positive friendships.
- Children have access to a variety of mark-making materials. They enjoy using

chalk to make marks on pavements and walls outside. This gives them the opportunity to explore the natural world and supports their early mark-making skills.

- Children confidently share their interests and experiences of countries they have been to on their holidays. The childminder uses good questioning techniques to talk to them about what they are doing and skilfully introduces new words during play activities. For example, she models words clearly and introduces new words such as 'stethoscope' to extend children's knowledge and vocabulary further.
- The childminder teaches children about the importance of road safety. During outings with the childminder, children press the pedestrian crossing button and patiently wait to cross the road when it is safe to do so. The children say, 'cross with care', as they cross the road.
- The childminder teaches children good manners and has clear expectations for behaviour, which she consistently communicates to them. She patiently talks with the children, who follow instructions and complete routine tasks independently. For example, they tidy away toys when they finish playing with them to avoid tripping over. Children are well-behaved and respect each other. For instance, they say 'please' and 'thank you' with no reminders.
- The childminder has a good knowledge of the early years foundation stage curriculum and uses her observations of how children learn to plan a variety of exciting activities. She provides daily feedback to parents about their children's care and what they have been learning. Parents are pleased with the individual support and attention the childminder provides to their family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date by accessing safeguarding training and is able to identify the signs that may indicate that a child is at risk of harm. She is aware of the procedures to follow if she has concerns about a child. She understands how to respond and manage any allegations made against herself or a household member. The childminder carries out risk assessments of her home and for outings, to identify and minimise any potential risks.

What does the setting need to do to improve?

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

- gather detailed information from parents when older children first start to attend the provision, to enhance teaching and learning further
- help children to develop their awareness of healthy lifestyles and their understanding of how eating healthy food affects their bodies.

Setting details

Unique reference number	EY371543
Local authority	Hackney
Inspection number	10070334
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 June 2015

Information about this early years setting

The childminder registered in April 2008. She lives in central Hackney in the London Borough of Hackney. She cares for children all year round from 7.30am to 6.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The inspector and the childminder completed a learning walk of all areas used by the children to see how the provision and the curriculum are organised.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to one parent during the inspection and viewed written feedback from parents prior to the inspection. She took account of parental views.
- The inspector sampled a range of documentation, including suitability checks, policies and children's records.

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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